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ABSTRACT

This report summarizes the essential elements of state-funded prekindergarten programs across the United States. To be included in the report, a program had to be supported primarily by state funds, have early education as a goal, focus on children younger than kindergarten entry age, and provide direct service to children rather than concentrate primarily on educating their parents. Eleven states were not represented because they did not appropriate state funds for any specific program. The report, comprised of tables and charts, begins with a table of states that fund prekindergarten and/or Head Start programs. The second table indicates agencies eligible to offer prekindergarten programs by state, including public school districts and other agencies. The third table addresses quality control, evaluation, and planning in prekindergarten programs by state, while the fourth table indicates age and income targeting in prekindergarten programs by state. The remainder and bulk of the report details each qualifying state and indicates the following: (1) name of the program(s); (2) history; (3) population served; (4) hours of operation; (5) number of children served; (6) eligible pre-k providers; (7) administrative auspices; (8) program standards; (9) funds; (10) ongoing planning; (11) assessment of program performance; (12) evaluation of program; and (13) program contact. (SD)

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PREKINDERGARTEN PROGRAMS FUNDED BY THE STATES

ESSENTIAL ELEMENTS FOR POLICY MAKERS

ED 425 835

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with
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September 1998

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PREKINDERGARTEN PROGRAMS FUNDED BY THE STATES
ESSENTIAL ELEMENTS FOR POLICY MAKERS

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INTRODUCTION

HIGHLIGHTS

- 39 states fund at least one kind of prekindergarten program.
- 37 states appropriate state funds for a prekindergarten program or have a school funding mechanism for 4-year-olds. Three states (New Jersey, Florida and New York) have more than one prekindergarten program.
- 13 states appropriate state funds to supplement the federal Head Start program. Of these states, 11 also have a state-funded prekindergarten program; the other 2 states only fund Head Start (Alaska and New Hampshire).
- Only 11 states invest no state funds in either prekindergarten programs or Head Start.
- State investment ranges from $1 million to well over $200 million annually. The number of children served annually in a state-funded prekindergarten program ranges from a few hundred per state to over 40,000 (California, Georgia, Illinois, New York and Texas).
- Very few states limit their prekindergarten funding to public schools only (7 states). The majority of states (30 states) permit other entities, such as Head Start and child care agencies and other community-based organizations, to receive these funds either directly or through a contract with a local public school district.
- While many states consider family income as one of many possible eligibility criteria, only 10 states have established specific family income levels as a required criterion for child eligibility. Of these, 5 limit their program to children at or below 100% of the federal poverty level, which is the same income eligibility criterion used by the federal Head Start program. The 14 states that fund Head Start directly are also focusing on children in poverty.
- All states use the child's age as one eligibility criterion. Less than half of states (14) with prekindergarten programs limit their programs to 4-year-olds. Nearly as many states (13) serve 3-year-olds and 4-year-olds. Two states include 5-year-olds who are not yet eligible for kindergarten and three states include children from birth to the age of kindergarten entry.

DEFINING TERMS

This report attempts to summarize the essential elements of state-funded prekindergarten programs across the United States. What exactly is a 'prekindergarten program funded by the state?' Most simply, it is the efforts of states –using their own resources – to fund programs and services designed to be early educational experiences that will help prepare children to succeed in school.

State-funded prekindergarten programs are initiatives for children younger than five – preschoolers who have not yet entered kindergarten. A few prekindergarten programs are education funding mechanisms that allow public school districts to enroll children younger than five, count them in average daily attendance reports, and receive state aid for these young students. Most prekindergarten programs are state budget appropriations to a state agency (usually the state education department) to administer a defined program to be operated by school

districts directly and often by other entities in communities as well. Most state prekindergarten programs fund daily educational experiences for children that extend for the full school year. Some states set high quality performance standards and monitor programs closely; others place quality control at the local level. Some prekindergarten programs are comprehensive and address the social, health and other needs of the child and the child's family, as the federal Head Start program does. Some states choose to fund Head Start agencies directly. Some states recognize and respond to the needs of working families for longer hours and full-year services in the design of prekindergarten programs. Some state programs are extensive – a few are or plan to become universal -- and generous in the amount of funding per child; others are small in scope and offer modest amounts of funding per child. The only constant among state-funded prekindergarten policy is that there is more variation than similarity.

Hopefully, state funding for prekindergarten is one of several strategies that comprise a state's overall early childhood policy framework. Overall early childhood policy aims to ensure that all children come to school ready to succeed and that families are supported as parents and as essential participants in the workforce. A comprehensive policy framework would include special education for preschoolers and for infants, toddlers and their families; elementary education; child care for young children as well as school-age children; family education, support and preservation; child welfare; economic security for families including welfare reform; and tax policy. State policy encompasses funding, regulating, planning, supporting and improving these and other essential services and programs that contribute to the healthy development of children. Assessing state commitment to early care and education would require information about the full range of programs, services and infrastructure supports. Comparing early childhood policy among the states is beyond the scope of this report, which focuses on one aspect of early childhood policy: state funding for education of children younger than kindergarten entry.

WHAT IS INCLUDED?

To be included in this report, a program had to be supported primarily by *state funds*, have *early education* as a goal, focus on *children younger than kindergarten entry age*, and *directly serve children* rather than primarily educating their parents. While all states fund special education and early intervention services for children with disabilities from birth to school entry, these programs are not included in this report. Each state with any amount of state funding for prekindergarten programs or Head Start is included. One table was constructed for each state summarizing all of that state's programs. The items selected for presentation in these tables reflect our understanding of what information has essential policy relevance. Each state table begins with a brief history including the purposes of the enactment and then answers the following questions. Which children and/or communities are served? What is the format of the program? How many children are served? Who provides the services and how? How much money is being spent? Who manages it? How is quality assured? Is there planning at the state and/or community levels? Has the program been evaluated? If readers desire clarification or more information, complete contact information is provided for the state-level administrator of each program.

HOW WAS THE INFORMATION COLLECTED?

The draft tables for each state were compiled using published information from several sources including: *Early Childhood Programs and the Public Schools: The State Survey* (Bank Street College and Wellesley College, 1988); *First Steps Promising Futures* (Children's Defense Fund, 1994); the 1998 edition of *Map and Track* (National Center for Children in Poverty). These were extended using the data collected last year through a survey of the states conducted by the Bush Center at Yale University and a brief internet search for recent enactments. These draft tables were sent to the appropriate state administrators with a request for verification in the form most convenient for them (phone, fax or e-mail). Based on their responses, corrections and additions were made to the tables and these were re-sent for final verification, if requested. All verification was conducted in June and July of 1998, making the information as current as possible.

CAVEATS AND CONSIDERATIONS

Collecting comparable data across the fifty states is a challenge. Collecting, verifying and reporting information on a tight timeframe, even limiting the review to a modest number of areas of highest interest to state policymakers, increased the challenge substantially. We have made every effort to verify the accuracy of

these summaries, but undoubtedly some errors remain. Beyond errors, certain items in the tables deserve a word of caution.

The 'population served' section describes the eligibility criteria used to determine which children are served. Because prekindergarten programs are by design aimed to improve educational outcomes, eligibility criteria reflect factors and characteristics related to educational performance and achievement. These may include the child's primary language, the child's developmental level as measured on an screening instrument, the mother's education level and/or her age, family income and other characteristics. In addition to personal factors, characteristics of communities (school districts) are also considered in the resource allocation decision. Even in states with 'universal' prekindergarten programs, prekindergarten resources are usually targeted to the most needy children and/or neediest communities first.

'Number of children served' is not an unduplicated count of all children served over a full year; it is generally a count of the total spaces made available and/or paid for with state funds during a given year. Further, there is no method currently available to know how many children are served by more than one program, since data reporting is by funding stream, not by individual child. In the Head Start supplements especially, the number of children is difficult to calculate since many of these programs offer a relatively small amount of money to every Head Start grantee and the child count reported for these may include children served with federal funds. Where Head Start expansion is funded, the number of children is the number served with state funds only (if that number was available).

The 'funds' section reports the annual state appropriation for the most recent fiscal year available (and wherever possible is the same as the fiscal year for children served). Fiscal year (FY) refers to the state fiscal year, which includes the school year ending within that fiscal year. The section on 'program standards' includes four items that research has shown to be most closely related to positive child outcomes: class size and ratio, staff qualifications, education program/curriculum, and parent involvement. Planning, performance assessment and evaluation are highlighted because results matter and with the proliferation of programs and funding sources for young children, planning is essential at both the state and community levels.

WHAT IS NOT INCLUDED?

There is much more to know about PreK policy than can be covered here. For example, how much are the contracting provisions that are widely permitted actually used? How does the quality of state-funded programs compare among schools, community-based programs and Head Start? To what extent are PreK programs helping working families, especially low-income families who cannot afford quality care on their own?

The full picture of early childhood policy and practice in the states is beyond our scope. State action to direct federal funds, such as Temporary Assistance to Needy Families (TANF) or the Child Care and Development Fund (CCDF), to specific projects to benefit preschoolers is omitted here. Collecting data on the many creative ways that states are using these federal funds would be a worthy next step for other policy researchers to take. Similarly, many cities and counties invest their own resources in early childhood programs. Leading examples include New York City, Chicago, Seattle, San Francisco, Los Angeles and Pittsburgh, among others. Local funds are not included here (nor is the District of Columbia, which some national reports include as a state). The National League of Cities is an excellent source of information on city contributions to early care and education.

Eleven states are not represented in this compendium (Alabama, Idaho, Indiana, Kansas, Mississippi, Montana, Nevada, North Dakota, South Dakota, Utah and Wyoming) because they do not appropriate state funds for any specific prekindergarten or early childhood education program. Some states, including these, may support early childhood activities by directing federal funds under state control such as the Child Care and Development Fund (CCDF) and Temporary Assistance to Needy Families (TANF). For example, Kansas appropriated TANF funds to expand Early Head Start. Indiana makes available some of its federal CCDF funds to community groups in each county, called Step Ahead Councils, to plan for improvements in early childhood services and encourages private sector investment in these activities.

SUMMARY TABLES OF SELECTED CHARACTERISTICS

The tables immediately following are designed to summarize across states several characteristics that may be of interest to policymakers who are planning to create or refine prekindergarten programs. Following these tables, beginning on page 10 are the descriptions of each state's programs.

TABLE 1. STATES THAT FUND PREKINDERGARTEN AND/OR HEAD START

	State funding for PreK programs	*State funding for Head Start*	*No state funds for PreK or Head Start*
Alabama			✓
Alaska		✓	
Arizona	✓		
Arkansas	✓		
California	✓		
Colorado	✓		
Connecticut	✓	✓	
Delaware	✓		
Florida	✓		
Georgia	✓		
Hawaii	✓	✓	
Idaho			✓
Illinois	✓		
Indiana			✓
Iowa	✓		
Kansas			✓
Kentucky	✓		
Louisiana	✓		
Maine	✓	✓	
Maryland	✓		
Massachusetts	✓	✓	
Michigan	✓		
Minnesota	✓	✓	
Mississippi			✓
Missouri	✓		
Montana			✓
Nebraska	✓		
Nevada			✓
New Hampshire		✓	
New Jersey	✓	✓	
New Mexico	✓		
New York	✓		
North Carolina	✓		
North Dakota			✓
Ohio	✓	✓	
Oklahoma	✓	✓	
Oregon	✓		
Pennsylvania	✓		
Rhode Island	✓	✓	
South Carolina	✓		
South Dakota			✓
Tennessee	✓		
Texas	✓		
Utah			✓
Vermont	✓		
Virginia	✓		
Washington	✓	✓	
West Virginia	✓		

	State funding for PreK programs	*State funding for Head Start*	*No state funds for PreK or Head Start*
Wisconsin	✓	✓	
Wyoming			✓
TOTALS	**37**	**13**	**11**

TABLE 2. AGENCIES ELIGIBLE TO OFFER PREKINDERGARTEN PROGRAMS

	Public school districts only	*School districts & other agencies via subcontract with local school districts*	*School districts & other agencies via direct contracts from state agency*	*Comments*
Arizona		✓		also directly to charter schools
Arkansas			✓	
California		✓	✓	
Colorado		✓		
Connecticut			✓	
Delaware			✓	
Florida		✓		
Georgia			✓	
Hawaii			✓	funds go to parents to pay tuition
Illinois		✓		
Iowa		✓	✓	
Kentucky		✓		
Louisiana	✓			
Maine	✓			
Maryland	✓			
Massachusetts		✓	✓	
Michigan		✓	✓	
Minnesota	✓			
Missouri			✓	
Nebraska		✓		
New Jersey		✓		
New Mexico			✓	
New York		✓		
North Carolina			✓	via county Partnership boards
Ohio		✓		
Oklahoma		✓		
Oregon		✓	✓	
Pennsylvania	✓			
Rhode Island		✓		
South Carolina		✓		
Tennessee			✓	
Texas		✓		
Vermont			✓	
Virginia		✓		also directly to local gov't. entities
Washington		✓	✓	
West Virginia	✓			
Wisconsin	✓			
TOTALS	**7**	**20**	**16**	
		Unduplicated count = **30** states		

TABLE 3. QUALITY CONTROL, EVALUATION AND PLANNING IN PREKINDERGARTEN PROGRAMS

	The state either encourages (E) or requires (R) programs to have national accreditation	*The state has specific PreK Program Standards that are required (rather than only encouraged)*	*The state requires programs to meet the Head Start Performance Standards*	*The program has been or is being evaluated (at the local and/or state levels)*	*Local PreK programs are required to conduct community planning*
Arizona	✓R				
Arkansas				✓	
California		✓			
Colorado		✓		✓	✓
Connecticut	✓ R			✓	✓
Delaware			✓	✓	
Florida		✓		✓	✓
Georgia		✓		✓	
Hawaii				✓	
Illinois		✓		✓	
Iowa	✓R			✓	
Kentucky		✓		✓	✓
Louisiana					
Maine					
Maryland	✓E	✓		✓	
Massachusetts	✓R			✓	✓
Michigan		✓		✓	✓
Minnesota	✓E			✓	✓
Missouri				✓	
Nebraska	✓R	✓		✓	✓
New Jersey					
New Mexico	✓E			✓	✓
New York		✓		✓	✓
North Carolina				✓	✓
Ohio		✓	✓	✓	✓
Oklahoma		✓			
Oregon			✓	✓	
Pennsylvania					
Rhode Island					
South Carolina		✓		✓	
Tennessee		✓		✓	
Texas				✓	
Vermont		✓		✓	
Virginia					✓
Washington		✓		✓	
West Virginia					
Wisconsin					
TOTALS	**8**	**16**	**3**	**26**	**13**

TABLE 4. AGE AND INCOME TARGETING IN PREKINDERGARTEN PROGRAMS

	Age requirements					*Specific income level is required eligibility criterion*[1]
	4-year-olds	*3- and 4-year-olds*	*3-, 4- and 5-year – olds (to K entry)*	*3-years to 3rd grade*	*Birth to five years (to K entry)*	
Arizona				✓		
Arkansas			✓			
California	✓					
Colorado	✓					
Connecticut		✓				
Delaware	✓					100% FPL
Florida		✓				
Georgia	✓					
Hawaii		✓				75% SMI
Illinois			✓			
Iowa		✓				130% FPL
Kentucky		✓				133% FPL
Louisiana	✓					
Maine	✓					
Maryland	✓					
Massachusetts			✓			100% SMI
Michigan	✓					
Minnesota			✓			
Missouri		✓				
Nebraska					✓	
New Jersey		✓				
New Mexico					✓	
New York		✓				
North Carolina					✓	
Ohio		✓				185% FPL
Oklahoma	✓					
Oregon			✓			100% FPL
Pennsylvania	✓					
Rhode Island				✓		
South Carolina	✓					
Tennessee		✓				100% FPL
Texas		✓				
Vermont		✓				
Virginia	✓					100% FPL
Washington		✓				100% FPL
West Virginia	✓					
Wisconsin	✓					
TOTALS	**14**	**13**	**5**	**2**	**3**	**10**

[1] FPL is Federal Poverty Level; SMI is State Median Income.

THE STATES

(in alphabetical order)

ALASKA

NAME OF PROGRAM(S)	***Alaska Head Start Program***
HISTORY	Beginning in 1977, the state appropriated funds to meet and exceed the 20% federal match requirement for Head Start. Beginning in 1983, the state appropriated funds for expansion of Head Start and quality improvements.
POPULATION SERVED	Originally the program was for 3- through 5-year-olds eligible for Head Start. Since 1992, the program has included children from the prenatal period through 5 years of age.
HOURS OF OPERATION	Minimum is half-day for the school year. Full-day, full-year and other appropriate models are encouraged.
NO. OF CHILDREN SERVED	705 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Community and Regional Affairs (DCRA)
PROGRAM STANDARDS	*Ratios:* 1:10 *Staff Qualifications:* federal Head Start staffing standards *Educational Program and Parental Involvement:* Must meet federal Head Start Performance Standards for: 1) early childhood development and health services, 2) family and community partnerships, and 3) program design and management

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FUNDS	*Method of Funding:* targeted grants for Head Start programs allocated by formula recommended by Alaska Head Start Directors Association and approved by DCRA *State-appropriated Funds:* $5.7 million (FY 1997)
ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	All Head Start programs are monitored every 3 years by the federal regional office and the Alaska Head Start office.
EVALUATION OF PROGRAM	

For more information, contact:

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ARIZONA

NAME OF PROGRAM(S)	***Early Childhood State Block Grant***
HISTORY	Beginning in 1991, the state appropriated funds for preschool projects for at-risk 4-year-olds. In 1996, the preschool projects were folded into a new Early Childhood Block Grant. The Block Grant may be used for preschool, full-day kindergarten and supplements for grades K-3.
POPULATION SERVED	The Legislature eliminated an age specification for preschool services for FY 1999.
HOURS OF OPERATION	Minimum half-day; school year
NO. OF CHILDREN SERVED	4,600 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts and charter schools, which may choose to contract with licensed private non-profit or for-profit agencies or federally funded programs including Head Start and child care centers. The purpose of contracting is to allow at least 50% of the families selected for the program to receive services from the program of their choice.
ADMINISTRATIVE AUSPICES	Arizona Department of Education (DOE)
PROGRAM STANDARDS	*Ratios:* as specified through accreditations *Staff Qualifications:* as specified through accreditations *Educational Program:* Preschool programs are required to become nationally accredited by 1999. The approved State Board of Education accreditations are: National Association for the Education of Young Children (NAEYC) accreditation, the National Accreditation Credential for Early Child Care and Education Programs (NACECEP), the National Child Care Association's National Early Childhood Program Accreditation (NECPA), American Montessori Society (AMS) accreditation, and American Montessori International (AMI) accreditation. *Parental Involvement:* as specified through accreditations

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FUNDS	*Method of Funding:* Allocation to school districts and charter schools based on the number of pupils in kindergarten and grades one through three who were eligible for free lunch (under the National School Lunch and Child Nutrition Acts) during the prior fiscal year. *State-appropriated Funds:* $19.5 million (FY 1998) for the Early Childhood Block Grant which may be used at the discretion of the school district or charter school to serve preschool children, extend kindergarten to full-day and/or offer supplemental programs for grades K-3.
ONGOING PLANNING	*State Level:* The Legislature establishes funding level and program components each year. *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	Accreditation will be the measure of program performance for preschool services.
EVALUATION OF PROGRAM	Block grant programs are audited every 3 years by the state Auditor General's Office.

For more information, contact:

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E-mail:

Website: www.ade.state.az.us

ARKANSAS

NAME OF PROGRAM(S)	***Arkansas Better Chance***
HISTORY	The program began in 1991, as part of a larger education reform initiative/dedicated sales tax for Educational Excellence Trust Fund. Goal is school readiness.
POPULATION SERVED	3-5 year old educationally deprived children; children must meet at least one of the following criteria: low-income family; parents with low educational levels; low birth weight; teen mother; substance abuse or neglect.
HOURS OF OPERATION	School day; 5 days/week; school year.
NO. OF CHILDREN SERVED	8,500 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts, community agencies, Head Start, child care centers, educational cooperatives
ADMINISTRATIVE AUSPICES	Department of Human Services and Department of Education
PROGRAM STANDARDS	*Ratios:* 1:10 with recommended class size of 20 *Staff Qualifications:* Teachers must have one of the following: 1. College degree with specialization in early childhood education 2. Teacher certification in elementary education 3. College degree, but no specialization Assistant teachers must have one of the following: 1. Child Development Associate (CDA) credential 2. Associate level degree in early childhood development *Educational Program:* Meet State child care licensing requirements and Arkansas Child Care Approval (the state accreditation program). *Parental Involvement:* Each program needs a plan for parental involvement into program operation and design, child's educational experience, review of programmatic plans, and parent conferences.
FUNDS	*Method of Funding:* Competitive grants, based on geographic distribution with priority given to areas with high poverty designation. *State-appropriated Funds:* $10 million (FY 1996)

ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	The Early Childhood Environment Rating Scale (ECERS) is used to do an annual evaluation.

For more information, contact:

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CALIFORNIA

NAME OF PROGRAM(S)	***State Preschool Program***
HISTORY	In 1966, the legislature authorized the preschool program with the goal of preparing children for school. In 1998, a California Department of Education (CDE) Task Force recommended universal preschool for 3- and 4-year-olds.
POPULATION SERVED	Children who are between 3 years 9 months and 4 years 9 months old; first priority is to children identified for child protective service, then age-eligible children with lowest family incomes admitted first
HOURS OF OPERATION	Minimum is 3 hours per day, 5 days per week for the school year
NO. OF CHILDREN SERVED	49,213 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may contract with private non-profit and for-profit agencies. Non-profit organizations may also contract directly with CDE.
ADMINISTRATIVE AUSPICES	California Department of Education (CDE)
PROGRAM STANDARDS	*Ratios:* 1:8 with recommended class size of 24 *Staff Qualifications:* Teachers must have certification in early childhood education, or 12 college units in early childhood education and 2 years experience *Educational Program:* Programs must meet state child care licensing requirements and have an educational program component that is developmentally, culturally and linguistically appropriate for the children served. Programs make referrals for health, dental and social services. *Parental Involvement:* Programs are required to have parent teacher conferences, parent meetings, and a parent advisory committee and to encourage parent participation in daily activities.
FUNDS	*Method of Funding:* Competitive grants awarded, with reimbursement made on enrollment basis. *State-appropriated Funds:* $121 million (FY 1997)

ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	CDE monitors fiscal and program compliance every three years. Programs are expected to file quarterly attendance and fiscal reports and conduct annual fiscal audit and program quality self-review using instruments developed by CDE.
EVALUATION OF PROGRAM	

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COLORADO

NAME OF PROGRAM(S)	***Colorado Preschool Program (CPP)***
HISTORY	Established in 1988 as a result of efforts of Governor's Office, business community and Department of Education. Goal is prevention to reduce drop-out rate by increasing developmental levels of children with risk factors.
POPULATION SERVED	4- or 5-year olds who will be eligible for kindergarten the following year. Priority for children with risk factors associated with school problems, e.g., child abuse/neglect, non-English speaker, low parent education levels.
HOURS OF OPERATION	Minimum of 2.5 hours a day, 4 days a week for the school year.
NO. OF CHILDREN SERVED	8,850 (FY 1998) Of these, 500 are kindergartners. In 1997, CPP funding guidelines were changed to allow funds to be used to extend half-day kindergarten to full-day kindergarten for up to 500 children who are otherwise eligible for CPP.
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may contract with private schools, community agencies, Head Start centers, child care centers and/or public agencies such as community colleges.
ADMINISTRATIVE AUSPICES	Department of Education Early Childhood Leadership Team.
PROGRAM STANDARDS	*Ratios:* 1:8 with recommended class size of 15 *Staff Qualifications:* teacher must have work experience and be supervised by someone with a BA *Educational Program:* Programs must meet state standards based on NAEYC guidelines for developmentally appropriate practice and cross-referenced to Head Start Performance Standards and state child care licensing requirements. Curriculum is locally determined. *Parental Involvement:* Parents must sign a contract based upon the needs of their child.
FUNDS	*Method of Funding:* Local school districts apply on a competitive basis for grants. *State-appropriated Funds:* $20 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:* Each school district must have a council including parents and relevant community service providers.

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ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	The CPP was evaluated from 1989-1992 with grant from U. S. Department of Education. Findings demonstrated significant increases in children's language skills, high parent satisfaction and substantial reduction in need for special education services across all settings. Children in programs successfully implementing quality services and children whose parents were more involved showed the greatest gains in language development. Children demonstrated significant progress in programs in all settings whether public or private.

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CONNECTICUT

NAME OF PROGRAM(S)	*School Readiness and Child Care Initiative*	*Head Start Supplement*
HISTORY	In 1997, the Legislature enacted the School Readiness Initiative to promote equal access and improve the quality of early childhood programs. The Initiative includes services to preschool aged children, regional program accreditation projects, career development and scholarships, program evaluation and facility financing.	Since 1968, the state has appropriated funds for Head Start. Currently, the purposes are expand the number of children and to extend hours of programs.
POPULATION SERVED	3- and 4-year-old children are eligible. The target population for the first year (school year 1997-98) is children who are low-income and reside in the 14 highest need school districts ("priority districts") or in the attendance area of a "severe need school" (one in which 40% or more of students are eligible for free or reduced lunch). For 1997-98, a total of 50 cities and towns were eligible. A sliding fee scale allows a wide range of families to participate. The goal is full-coverage of eligible preschoolers in the target communities within five years, with possible expansion of services statewide .	Children eligible for Head Start
HOURS OF OPERATION	Based on community and family need with priority for full-day, full-year services. The minimum part-time program option is 2.5 hours per day, 180 days per year. Funds may be used to extend programs to the full-time option (10 hours per day, 5 days per week for 52 weeks).	
NO. OF CHILDREN SERVED	2,823 (FY 1998) (For year II, the goal is 5,000 children.)	981 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts and community agencies including Head Start, child care centers (nonprofit and proprietary), and family child care homes	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Jointly administered by Department of Education (DOE) and Department of Social Services (DSS)	Department of Education (DOE)

PROGRAM STANDARDS	*Ratios:* 1:10 in child care licensing and as specified by accrediting bodies. *Staff Qualifications:* Qualifications are specified in child care licensing and within accreditation. In licensing regulations, qualifications for teachers range from 9 months work experience and a CDA credential or 12 credits in early childhood education/child development, to a bachelors degree in early childhood education and at least 3 months work experience. *Educational Program:* Programs are required to be or become accredited by the National Association for the Education of Young Children or the New England Association of Schools or meet the Head Start Performance Standards. In addition, state standards are being developed to define the 10 elements specified in the School Readiness legislation such as parent involvement, family literacy. *Parental Involvement:* Parent involvement is a required element in School Readiness legislation and as specified by accrediting bodies.	Head Start Performance Standards
FUNDS	*Method of Funding:* Grants to municipalities, distributed to providers based on the recommendations of the local School Readiness Council's plan as approved by the DOE and DSS. *State-appropriated Funds:* The funds for direct services are $20 million for FY 1998 and $40 million for FY 1999. Total appropriations are $32.6 million (FY 1998) and $54.8 million (FY 1999).	*Method of Funding:* Competitive grants *State-appropriated Funds:* $5.1 million (FY 1998)
ONGOING PLANNING	*State Level:* DOE and DSS jointly review and approve local plans. *Community Level:* Local School Readiness Councils prepare the local plan. Councils are convened by mayors and school superintendents with defined representation including schools, Head Start, child care centers, parents and other constituents.	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	Local School Readiness Councils are responsible for assessing local performance and for submitting monthly and annual reports required by the state.	Monitoring by the federal regional Head Start office
EVALUATION OF PROGRAM	A longitudinal evaluation is being planned.	

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DELAWARE

NAME OF PROGRAM(S)	***Early Childhood Assistance Program.***
HISTORY	ECAP was established in 1994 to address the need for improved school readiness by giving income-eligible 4-year-old children at least one year of pre-school and reducing the long waiting lists at Head Start Centers.
POPULATION SERVED	Children who are 4 years old by August 31 prior to entering program and who meet Head Start income eligibility standards. (Raising the income eligibility to 200% of poverty is being considered.)
HOURS OF OPERATION	Minimum of 4 hours a day, 4 days a week for 160 days a year.
NO. OF CHILDREN SERVED	843 (FY 1999 anticipated)
ELIGIBLE PRE-K PROVIDERS	Public school districts, community agencies, Head Start grantees and child care centers.
ADMINISTRATIVE AUSPICES	Department of Education
PROGRAM STANDARDS	*Ratios:* 1:10 with recommended class size of 17 *Staff Qualifications:* Teachers must have CDA credential or college degree with specialization in early childhood education. Teacher aides must have a high school degree or GED. *Educational Program:* Programs must meet the Head Start Performance Standards. *Parental Involvement:* Same as Head Start. Three home visits required per year.
FUNDS	*Method of Funding:* Competitive grants through an RFP process. *State-appropriated Funds:* $3.64 million (FY 1999)
ONGOING PLANNING	*State Level:* *Community Level:*

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ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	An evaluation plan is in place to assess child, family and community impact as well as family and community satisfaction.

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FLORIDA

NAME OF PROGRAM(S)	*Prekindergarten Early Intervention Program*	*Title I Migrant Prekindergarten Program*
HISTORY	In 1987, the Legislature-established the program in recognition that high quality prekindergarten education programs increases children's chances of achieving future education success and becoming productive members of society. The goal was school readiness.	In 1978, the legislature appropriated state funds to support preschool migrant education. These funds supplemented federal Title I funding. The PreK Early Intervention program evolved from interest in expanding preschool opportunities beyond migrant children.
POPULATION SERVED	3- and 4-year-olds are eligible. Priority is given to economically disadvantaged children (eligible for free lunch program) and children from migrant families, working poor families and families in the state's welfare to work programs. Additional targets are children who are abused, in foster care, prenatally exposed to drugs, or have disabilities.	3- and 4-year old children whose families are migrant workers.
HOURS OF OPERATION	Minimum is 6 hours per day, five days per week during the school year.	Most operate 6 hours per day, five days per week during the school year. Some programs include extended day services, operating 10 hours per day, 5 days per week, year round.
NO. OF CHILDREN SERVED	30,014 (FY 1997)	2,540 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may subcontract with community agencies including Head Start and child care centers.	Public school districts, which may subcontract with non-profit agencies
ADMINISTRATIVE AUSPICES	Department of Education, Office of Early Intervention and School Readiness	Department of Education, Office of Early Intervention and School Readiness

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PROGRAM STANDARDS	*Ratios:* 1:10 *Staff Qualifications:* Teachers must have a CDA credential, or certification in early childhood education, and 30-hour training course by offered by DOE and Dept. of Children and Family Services. Teaching aides must have 30-hour training course by offered by DOE and Dept. of Children and Family Services. *Educational Program:* NAEYC requirements are encouraged. *Parental Involvement:* Programs must have site-based parental activities designed to fully involve parents in the program including parenting education, home visitor activities, family support services coordination.	*Ratios:* 1:10, with class size of 17-20 *Staff Qualifications:* Teachers must have certification in early childhood or elementary education. *Educational Program:* Programs must meet federal regulations for migrant preschool education and local school district requirements. An individualized, developmental curriculum is encouraged. *Parental Involvement:* Parent involvement in program planing, implementation and evaluation is encouraged.
FUNDS	*Method of disbursement:* School district grant funding on a formula basis. *State Funds:* $97 million (FY 1998)	*Method of disbursement:* School district funding on a formula allocation basis. *State Funds:* $3.3 million (FY 1998)
ONGOING PLANNING	*State Level:* Joint Legislative Task Force participated in development and evaluation of the original pilot project, make recommendations for future state involvement in preschool education for disadvantaged students, and examine coordination and utilization of federal and local resources for child care and preschool programs. The state is working toward a single shared waiting list by county for all publicly supported early childhood programs (i.e., all PreK, child care and Head Start) *Community Level:* Each program has an Interagency Coordinating Council on early childhood services to coordinate and maximize the use of funds and other resources	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE		
EVALUATION OF PROGRAM	Evaluation is required of each district including pre-and post-tests and an assessment of school readiness. From '91 – '94 the state conducted a third party evaluation as well.	

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GEORGIA

NAME OF PROGRAM(S)	***Georgia Prekindergarten Program for Four-Year-Olds***
HISTORY	In 1993, the program was started as an at-risk program funded with passage of the Georgia lottery for education. The goal is to provide children with school readiness skills. In 1995, the program was opened to all 4-year olds without regard to income.
POPULATION SERVED	Children who are Georgia residents and 4 years old on September 1. No income requirements.
HOURS OF OPERATION	Minimum is 6.5 hours/day; 5 days/week; 180 weeks/year.
NO. OF CHILDREN SERVED	60,000 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may subcontract to private schools, community agencies, Head Start Centers, and child care centers. Direct contracts from the state office to private schools, community agencies, Head Start centers, child care centers and University system providers.
ADMINISTRATIVE AUSPICES	Office of School Readiness (OSR)
PROGRAM STANDARDS	*Ratios:* 1:10, with class size of 20 *Staff Qualifications:* Teachers must have a CDA Credential, or teacher certification in early childhood education, or a college degree with specialization in early childhood education, or teacher certification in elementary education or a Montessori or vocational early childhood education degree. Aides must be at least 20 years old, high school graduates and have experience with young children. *Educational Program:* Program Must be in accordance with age-appropriate instructional practice, use an Office of School Readiness approved curriculum, and adhere to state child care licensing requirements. Local curriculum choice includes Bank Street, Creative Curriculum, High/Scope, High Reach Framework, Montessori, etc. *Parental Involvement:* Parent volunteering, participation in meetings, group activities, and workshops are encouraged. Programs must offer two one-on-one conferences per year between lead teacher and parent(s) of each child
FUNDS	*Method of Funding:* Funding on a formula basis related to enrollment. *State-appropriated Funds:* $211 million (FY 1997)

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ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	Early childhood consultants from the OSR conduct 3-4 site visits annually to each program to assess program performance and offer technical assistance as needed. These consultants conduct a formal on-site evaluation of each program annually.
EVALUATION OF PROGRAM	An evaluation begun when the program was first established was terminated when the program changed from at-risk to the general population. A longitudinal study of the expanded program began with parent satisfaction surveys in 1996-97 and started to collect other data in 1997-1998. Early findings are positive on program quality and parent satisfaction.

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HAWAII

NAME OF PROGRAM(S)	*Preschool Open Doors Project*	*Head Start Supplement*
HISTORY	Open Doors was established in 1989-90 to help low-income families provide their preschool-aged children with one or more years of preschool experience to help ensure their readiness for kindergarten.	Beginning in 1965, the state Legislature appropriated funds for Community Action Program (CAP) agencies to match federal funds, including those for Head Start. In 1987, an allocation was made within these state funds specifically for Head Start. More recently, the state funds for Head Start have been targeted to extend the day of Head Start to support parental employment (welfare reform).
POPULATION SERVED	4-year-olds and 3-year-olds with special needs whose families have incomes below 75% of the State Median Income are eligible. Priority is given to children closest to kindergarten age and those with special needs and those with the lowest incomes. First priority is for 4-year-olds with special needs, then 4-year-olds, then 3-year-olds with special needs, and then 3 year-olds. Special needs is defined as children who are homeless, speak limited English, have developmental delays, have physical or mental impairments, or are in foster care.	Head Start eligible children whose parents are working, in employment-related training or education
HOURS OF OPERATION	Minimum hours and days of operation are determined by the preschool the child attends. The school year is the maximum for funding.	per Head Start Performance Standards
NO. OF CHILDREN SERVED	734 (FY 1998) There are a total of 822 spaces allocated among the islands (counties) by population.	Approximately 300 children (FY 1998). (Across all Head Start grantees, a total of 362 parents (both dual and single parent families) were supported in employment, job training or continuing education.)
ELIGIBLE PRE-K PROVIDERS	Any licensed program serving preschool-aged children is eligible for families to choose.	Head Start grantees (federal)
ADMINISTRATIVE AUSPICES	Department of Human Services (DHS)	Department of Labor and Industrial Relations (DLIR), Office of Community Services

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PROGRAM STANDARDS	*Ratios:* Programs must be licensed as child care centers by the DHS. *Staff Qualifications:* Programs must be licensed as child care centers by the DHS. *Educational Program:* *Parental Involvement:*	Head Start Performance Standards
FUNDS	*Method of Funding:* Families call a toll-free number to request an application which is accompanied by written materials on choosing preschool programs. Families may receive a tuition subsidy up to $350 per month for the school year toward preschool tuition and are required to pay a share of the subsidy (co-pay) based on their income. *State-appropriated Funds:* $2.7 million (FY 1998)	*Method of Funding:* Contract on a formula basis to each grantee *State-appropriated Funds:* $387,387 (FY 1998) For FY 1999, the DLIR eliminated the funding, allowing $96,847 for a 3-month phase-out of the program.
ONGOING PLANNING	*State Level:* *Community Level:*	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE		
EVALUATION OF PROGRAM	An evaluation to assess parent satisfaction with Open Doors was done in 1996 by the Families and Work Institute.	

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ILLINOIS

NAME OF PROGRAM(S)	***Illinois Prekindergarten Program***
HISTORY	Education reform legislation containing provisions for state-funded pre-kindergarten program passed in 1985.
POPULATION SERVED	3- and 4-year-olds and 5-year-olds who are not eligible for kindergarten entry, who have more than one risk factor for academic failure. Risk factors are determined by local school districts.
HOURS OF OPERATION	Half-day (2½ – 3 hours) or full school day, 5 days per week for the school year. Many programs serve children 4 days per week with staff development and parent involvement activities on the fifth day.
NO. OF CHILDREN SERVED	50,000 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may subcontract to public and private nonprofit agencies including Head Start and child care centers.
ADMINISTRATIVE AUSPICES	Illinois Board of Education
PROGRAM STANDARDS	*Ratios:* 1:10 with maximum class size of 20 *Staff Qualifications:* Teachers must have early childhood teaching certificate. Teaching aides must have 30 hours of college courses in early childhood education. *Educational Program:* Curriculum must be age appropriate and consistent with research on how young children learn. *Parental Involvement:* Programs must have a parent education and involvement component including ways to routinely advise parents of child's progress. Home visits are strongly encouraged.
FUNDS	*Method of Funding:* Competitive grants to local school districts *State-appropriated Funds:* $124 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:*

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ASSESSMENT OF PROGRAM PERFORMANCE	Each district is required to send program and student demographic and attendance data to the state BOE on a yearly basis. BOE early childhood consultants provide on-site technical assistance and program evaluation throughout the year.
EVALUATION OF PROGRAM	Each grantee must have an evaluation process in place to provide information on the accomplishment of program objectives. A longitudinal study has been conducted of the overall program to determine its effects on children as they progress through primary grades including retention, special education placement and achievement on state tests.

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IOWA

NAME OF PROGRAM(S)	***Comprehensive Child Development Program "Shared Visions"***
HISTORY	In 1989, state funding was appropriated for early childhood initiatives to promote the health and well-being of young children at-risk of later school difficulties. Recent state legislation created 'empowerment areas' whose goal is to provide comprehensive services through local control and coordinated and/or combined state and federal funding. At present, the child development program funding remains distinct, but it may be incorporated into the empowerment area funding sources in future years.
POPULATION SERVED	Currently, children who are 3- or 4-years-old by September 15 and whose family income is below 130% of the federal poverty level and who have at least one other risk factor are eligible.
HOURS OF OPERATION	Minimum is 3 hours/day; 4 days/week; school year.
NO. OF CHILDREN SERVED	1,800 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts, child care centers, community agencies, and Head Start programs are eligible. Public school districts may also subcontract to community agencies, Head Start and child care centers.
ADMINISTRATIVE AUSPICES	Iowa Department of Education, Child Development Coordinating Council (CDCC)
PROGRAM STANDARDS	*Ratios:* 1:8 with class size of 16 *Staff Qualifications:* Requirements depend on the program sponsor. Teachers in public school must have teacher certification in early childhood education; or a college degree w/specialization in early childhood education. Teachers in community based agencies must have at least a CDA Credential. *Educational Program:* All programs must be accredited by National Association for the Education of Young Children. Head Start programs meet Head Start Performance Standards; others meet state child care licensing requirements. *Parental Involvement:* Parent participation is strongly encouraged, but not required and varies by site. Each program must have a parent advisory group.
FUNDS	*Method of Funding:* Competitive grants *State-appropriated Funds:* $7 million (FY 1996)

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ONGOING PLANNING	*State Level:* The CDCC meets at least six times per year for planning and program monitoring. *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	The DOE is starting an evaluation by an outside evaluator. The evaluation completed in 1993 by the University of Michigan focused on perceptions of developmentally appropriate practice and teacher training and experience.

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KENTUCKY

NAME OF PROGRAM(S)	***Kentucky Preschool Program***
HISTORY	In 1990, the Kentucky Education Reform Act established the preschool program to assist children to succeed in school as a means to help schools achieve the goals set in accountability sections of the Reform Act. The goal of the preschool program is school readiness through providing a developmentally appropriate program for children at risk of educational failure with special emphasis on social/interpersonal skills.
POPULATION SERVED	3- and 4-year-old children are eligible. The criteria for 4-year olds is eligibility for free lunch; 3- and 4-year olds with delay or disability are eligible regardless of family income.
HOURS OF OPERATION	Minimum is half-day; 4 days/week; 175 days/year. (For the 1997-98 school year, about 1/3 were school day.)
NO. OF CHILDREN SERVED	15,518 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may subcontract with private schools, community agencies, Head Start centers, and child care centers. (About 20% of school districts contract for the whole program; about half of these contracts are with Head Start.)
ADMINISTRATIVE AUSPICES	Kentucky Department of Education, Division of Preschool Programs.
PROGRAM STANDARDS	*Ratios:* 1:10 with maximum class size of 20 *Staff Qualifications:* In all settings, a classroom must be led by either a 'preschool teacher' or an 'associate preschool teacher' supervised by a preschool teacher. A 'preschool teacher' must have certification in Interdisciplinary Early Childhood Education (Kentucky's regular and special education unified certificate covering children from birth through kindergarten), or kindergarten certification, elementary special education certification, or a college degree (bachelors or masters) in a related field (e.g., early childhood education, child development, or early childhood special education). An 'associate preschool teacher' holds a Child Development Associate (CDA) credential, or an associate degree in early childhood or child development, or a Kentucky Technical School diploma in preschool/child care. Associate teachers work as lead teachers under the curriculum supervision of a qualified teacher.

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	Educational Program: State preschool guidelines reflect NAEYC practice standards, Head Start Performance Standards, and state child care licensing requirements. Developmentally appropriate practices are encouraged in all areas of child development. *Parental Involvement:* Each program is required to allow for active parent involvement, considering the different types of family structure and needs, and include home visits, conferences, volunteering, and regular communication.
FUNDS	*Method of Funding:* School funding on a formula basis to school districts *State-appropriated Funds:* $39 million (FY 1996)
ONGOING PLANNING	*State Level:* An Early Childhood Advisory Council, appointed by the Governor, advises the Commissioner of Education about the Preschool Program. *Community Level:* Within the school and school district, the Preschool Program is planned as part of the Kentucky Consolidated Education Plan (combining 19 state and federal categorical education programs). In addition, school districts planning preschool programs are required to work with the local community preschool/child care programs to avoid duplication of service and supplantation of federal funds and to coordinate with local health, mental health and social services agencies to meet the needs of children in the preschool program.
ASSESSMENT OF PROGRAM PERFORMANCE	Each district's preschool program coordinator performs fiscal monitoring four times per year. Each district is required to conduct an annual program evaluation to review rates of participation, parent satisfaction and child progress in primary grades.
EVALUATION OF PROGRAM	Since 1991, an annual statewide evaluation has been conducted examining children currently in the preschool program, children entering primary school and longitudinal study of children beyond primary. The University of Kentucky annually evaluates about 1,500 children among three groups: in program, not in program, and in program in previous years. Children are assessed in communication, motor, social and adaptive skills, cognition, and emerging literacy. A long-term study of children is in process. The evaluation also reviews program quality and parental involvement.

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LOUISIANA

NAME OF PROGRAM(S)	***Preschool Block Grant***
HISTORY	A preschool program for at-risk 4-year-olds was established by the Legislature in 1985. In 1993, the program became the Preschool Block Grant with funding from the State Special Enhancement Fund. The goal is to improve children's readiness for kindergarten.
POPULATION SERVED	Children must be eligible to enter kindergarten the next year (i.e., 4 years old). Programs must serve children most developmentally delayed as determined by a screening instrument (but who are not eligible for special education). Priority is given to low income children. Local school systems develop their own eligibility criteria.
HOURS OF OPERATION	Minimum is school day and school year; most are 5 days/week.
NO. OF CHILDREN SERVED	2,154 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts only
ADMINISTRATIVE AUSPICES	8(g) Office of the Board of Elementary and Secondary Education.
PROGRAM STANDARDS	*Ratios:* 1:10 with class size of 20 *Staff Qualifications:* Teacher certification in early childhood education or elementary education. *Educational Program:* Programs must adhere to local school district policies. Various curricula are used including Creative Curriculum, High/Scope, or a locally developed curriculum which address both age appropriate and individual needs of young children. *Parental Involvement:* Not required, but suggested. Some districts have parents sign contracts at intake regarding parent/teacher conferences, although none are specifically required.
FUNDS	*Method of Funding:* School funding on a formula basis. *State-appropriated Funds:* $3.57 million (FY 1996)

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ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	All programs complete end of the year reports noting growth of students. Independent consultants visit some programs. Sites using the Creative Curriculum format assess children pre- and post-program.

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MAINE

NAME OF PROGRAM(S)	*Two-Year Kindergarten*	*Head Start Supplement*
HISTORY	The State Early Elementary Advisory Board was involved in developing legislation for two-year kindergartens, which passed in 1983.	Since 1985, the State has appropriated funds to increase number of children served by Head Start and equalize Head Start services across state.
POPULATION SERVED	Children must be 4 years old by October 15; enrollment is first-come, first-served	federal Head Start eligibility
HOURS OF OPERATION	Minimum is half-day, 5 days/week for the school year.	half-day and school day
NO. OF CHILDREN SERVED	784 (FY 1992) [Note: most recent data available]	300 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts only	federal Head Start grantees, e.g., CAP agencies and private non-profits
ADMINISTRATIVE AUSPICES	Department of Education (DOE)	Department of Community Services (DCS)
PROGRAM STANDARDS	*Ratios:* 1:10 is recommended *Staff Qualifications:* Teachers must have elementary teaching certificate or the new birth to 5-year-olds specialist certification. *Educational Program:* Curriculum is matter of local control. *Parental Involvement:* No specific requirements	Programs must meet Head Start Performance Standards.
FUNDS	*Method of Funding:* School districts are reimbursed, after the second year of program operation, based on average daily attendance through state aid formula, which varies by poverty level of district. *State-appropriated Funds:* $247,380 (FY 1997)	*Method of Funding:* Funds are allocated based on percentage of eligible children served in each county; counties serving fewer eligible children receive larger grants; DCS requires local grantees to provide 20% match for state funds. *State-appropriated Funds:* $2.3 million (FY 1997)

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ONGOING PLANNING	*State Level:* *Community Level:*	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE		Monitoring is conducted by the federal regional office.
EVALUATION OF PROGRAM		

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MARYLAND

NAME OF PROGRAM(S)	***Extended Elementary Education Program (EEEP)***
HISTORY	In 1979, the General Assembly appropriated funds based on a successful pilot program authorized by a State Board of Education resolution. The program targeted for at-risk children in Baltimore and Prince George's counties has now expanded to include all 24 school districts. The goal is school success, defined as meeting high expectations of student performance. The General Assembly recently passed the $62 million School Accountability Funds for Excellence (SAFE) legislation targeting at-risk students K-12. This total includes an additional $4.3 million per year for EEEP through FY 2003, at which time the effects of programs will be evaluated to determine future funding.
POPULATION SERVED	Children must be 4 years old by December 31 of the enrollment year and living in the attendance area of eligible schools, as defined by priority ranking using the following criteria: federal Free and Reduced Meal count, MD School Performance Assessment Program Change Index, demographic data such as student mobility and family literacy, lack of quality early childhood programs, and need for comprehensive services.
HOURS OF OPERATION	Minimum is 2.5 hours/day; 5 days/week; school year.
NO. OF CHILDREN SERVED	9,880 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts only
ADMINISTRATIVE AUSPICES	Department of Education, Early Learning Section.
PROGRAM STANDARDS	*Ratios:* 1:10 with class size of 20 *Staff Qualifications:* Teachers must have certification in early childhood education. Aides must be high school graduates. *Educational Program:* Programs must meet the DOE standards for implementing Quality PreK Programs, which are similar to NAEYC appropriate practice guidelines. Curriculum varies among districts, but all are developmentally oriented and guided by state standards. *Parental Involvement:* Family and community members are actively involved in school-based decisions

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FUNDS	*Method of Funding:* School funding on a formula basis *State-appropriated Funds:* $19.2 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:* Local school systems are required to submit a comprehensive plan including the use of funds for Title I, state compensatory education funds, LEP (limited English Proficiency) funds, and EEEP by September of each year.
ASSESSMENT OF PROGRAM PERFORMANCE	School systems must develop written philosophy for program and plan for administration, evaluation, and modification. State staff provide fiscal monitoring of local programs four times per year. Program supports occurs throughout the year.
EVALUATION OF PROGRAM	A self-appraisal form of evaluation is required of EEEP programs at least every three years. This is an accreditation process based on the Maryland Quality Standards for Early Learning Programs and includes self-appraisal with validation (this can be done in conjunction with NAEYC accreditation). Statewide evaluation has shown that EEEP prekindergarten programs have a positive effect on the participants' school performance through elementary and middle school. The evaluation findings also suggest that participation in EEEP prekindergarten programs significantly reduces the number of children identified as having disabilities or placed in special education.

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(for school improvment in Maryand, see: www.mdk12.org)

MASSACHUSETTS

NAME OF PROGRAM(S)	*Community Partnerships for Children*	*Head Start Supplement*
HISTORY	The original program started in 1986 as part of the Public School Improvement Act of 1985. In 1992, it was revised and became Community Partnerships for Children (CPC) when additional funds were appropriated for FY 1993. The goals are to 1) increase access, affordability, quality, comprehensiveness of early childhood programs, and 2) create local systems of services through collaboration.	Since 1988, the state has appropriated funds for Head Start. The majority of these funds support salary enhancement supplements to each grantee in the state. The remainder supports service expansion of Head Start.
POPULATION SERVED	Eligible children must be between 2.9 years and the age of kindergarten eligibility in the school district and have working parents (either full- or part-time) earning under 100% of state median income. (A disabled parent is not required to work.) Local programs may set eligibility priorities within these criteria. All programs must serve, or be willing to serve, children with disabilities (regardless of whether the parent is employed).	federal Head Start eligibility
HOURS OF OPERATION	The minimum is 2.5 hours/day, 3 days/week for the school year. Many programs are full working day year-round. At least 1/3 of children must be in full-day, full-year programs.	per federal Head Start requirements
NO. OF CHILDREN SERVED	15,300 (FY 1998)	approx. 450 (FY 1998) (This represents service expansion.)
ELIGIBLE PRE-K PROVIDERS	The lead agency for a community -- a city, town(s) or other geographic area – may be a public school, a Head Start center, or a licensed child care center. The lead agency subcontracts for services. Head Start programs, private child care programs, public school preschools, community agencies, and family child care providers are all encouraged to participate in the collaborative network and all may serve children funded by Community Partnerships funds as long as they meet applicable standards.	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Education, Early Learning Services	Department of Education, Early Learning Services

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PROGRAM STANDARDS	*Ratios:* 1:9 with maximum class size of 18 if programs are in Head Start; 1:10 with maximum class size of 20 if programs are in child care; 2:15 with maximum class size of 15 if programs are in public schools. *Staff Qualifications:* Teacher qualifications depend on the setting and may range from CDA credential to teacher certification in early childhood education. *Educational Program:* All programs must seek NAEYC accreditation (family child care providers must have/seek a CDA credential). Those in public schools must meet state preschool standards. Head Start, private child care and family child care must be licensed. All programs may use a formal curriculum or develop their own; curriculum is a local decision. Public school curriculum frameworks include PreK and may be used as guidance, but these are not mandatory. *Parental Involvement:* Parents are required on the community council (the policy/oversight entity). Most programs have a range of parent involvement, family education and family support activities, although none are specifically required.	Head Start Performance Standards
FUNDS	*Method of Funding:* Competitive grants with priority given to cities and towns with high concentrations of low-income working families (majority of new funds). The remainder is allocated for grants to other communities to serve families earning under 100% of State Median Income. *State-appropriated Funds:* $60 million (FY 1998)	*Method of Funding:* All Head Start grantees receive an award for the salary supplement. Expansion is competitive grants based on need. *State-appropriated Funds:* $6.8 million (FY 1998).
ONGOING PLANNING	*State Level:* The state Early Childhood Advisory Council to the Massachusetts State BOE oversees and plans for CPC, and works with the state Advisory Council to the Office of Child Care Services. *Community Level:* A community partnership council in each district (or multi-district community) develops a plan for expanding and improving preschool education maximizing the use of existing resources. Parents; early childhood providers from the public schools, Head Start and child care; and other stakeholders are required to be members of the council.	

ASSESSMENT OF PROGRAM PERFORMANCE	Each community council is responsible for assessing community needs, monitoring the progress of local programs toward meeting those needs and overseeing quality. Progress toward accreditation is monitored closely as a measure of success. DOE sponsors 'think tanks' for community councils and local partnership program staff to focus on issues of mutual concern such as needs assessment, subcontracting procedures.	
EVALUATION OF PROGRAM	Local programs are required to do an annual evaluation of their own programs. An evaluation of Community Partnerships for Children by Tufts University found that the program had improved collaboration, improved quality (as demonstrated by seeking or achieving accreditation), and served many children who would not otherwise have attended preschool. The evaluation estimated that for every state dollar invested as additional forty-five cents of in-kind contributions were provided by community programs and organizations.	

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MICHIGAN

NAME OF PROGRAM(S)	***Michigan School Readiness Program.***
HISTORY	The program began in 1985 as a pilot. The goal was and is to serve at-risk preschoolers who are not eligible for Head Start, ensuring school readiness for 4-year olds at risk of school failure.
POPULATION SERVED	Children who are 4 years old (but not yet 5) on or before December 1 of program year and who have at least two risk factors are eligible. At least 50% of children served must be low income. There are 24 established risk factors related to school failure, one is low income defined as eligible for free/reduced lunch or for the state's Unified Child Care subsidy program.
HOURS OF OPERATION	Minimum is 2.5 hours/day, 4 days/week for 30 weeks/year in a classroom model. The minimum in the home-based model is 30 home visits and 15 group meetings per year.
NO. OF CHILDREN SERVED	21,085 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts which may contract with private schools, community agencies, Head Start centers, and child care centers. In addition, grants are available to private schools, community agencies, Head Start centers, child care centers and family child care providers.
ADMINISTRATIVE AUSPICES	Department of Education, Early Childhood Programs
PROGRAM STANDARDS	*Ratios:* 1:8 with maximum class size of 18 *Staff Qualifications:* A teacher must have either certification in early childhood education, or a college degree with specialization in early childhood education, or an associate degree in early childhood education and a CDA credential. An associate teacher must have either a CDA credential, or an associate degree in early childhood education, or documented formal training equivalent to that required for the CDA. *Educational Program:* All programs must meet state child care licensing requirements and follow Michigan Standards of Quality & Curriculum Guidelines. The guidelines include sections on philosophy, curriculum, learning environment, staff/parent involvement, community liaison, funding. *Parental Involvement:* Programs must have an advisory committee which includes one parent per 18 children. Two home visits and 2 parent-teacher conferences are required. At local option, other activities may be offered such as classroom volunteering, workshops, parent education, etc.

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FUNDS	*Method of Funding:* School funding on a formula basis for school district operated programs accompanied by local needs assessment. Competitive grants for non-public school agencies only. *State-appropriated Funds:* $67 million (FY 1997)
ONGOING PLANNING	*State Level:* *Community Level:* School districts applying for grant funds must establish community advisory committee, which will be involved in planning and evaluating program and provide opportunities for collaboration with and involvement of community, voluntary and social service agencies and organizations.
ASSESSMENT OF PROGRAM PERFORMANCE	Each program is required to submit a written report annually including a comprehensive self-assessment using the 'Program Quality Assessment.' State Early Childhood Education staff monitor competitive grant funded programs for fiscal and programmatic purposes at least once in each three-year funding cycle. About 10% of school district programs are monitored each year.
EVALUATION OF PROGRAM	An evaluation by High/Scope provided both extensive (at all sites) and intensive (5 sites) evaluation of programs and child outcomes. Local follow-up of children is requirement for all programs. Early findings show program children are more prepared for learning and more advanced developmentally at kindergarten entry than peers not in the program. High/Scope is conducting a long-term study of children both locally and statewide (with comparison groups).

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MINNESOTA

NAME OF PROGRAM(S)	*Learning Readiness*	*Head Start Supplement*
HISTORY	The program began in 1991. The goal is school readiness by providing all eligible children with adequate opportunities to participate in child development programs that enable them to enter school with the necessary skills, behavior, family stability, and support to succeed.	Since 1988, the Legislature has appropriated state funds for Head Start to expand service to more children.
POPULATION SERVED	Children must be at least 3.5 years old up to the age of school entry. Referrals are made based on the results of developmental screening that all children receive. Children with greatest needs, as identified through the screening process, receive priority.	Children eligible for Head Start
HOURS OF OPERATION	Program operate from 2-5 days per week based on the decision of each locality and needs of population.	
NO. OF CHILDREN SERVED	46,884 (FY 1997)	3,155 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts ónly	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Children, Families, and Learning (CFL)	Department of Children, Families, and Learning CFL
PROGRAM STANDARDS	*Ratios:* 1:10 with maximum class size of 20 *Staff Qualifications:* Teacher certification in early childhood education or in parent education. *Educational Program:* Programs are encouraged to follow NAEYC guidelines, or child care center rules, but these are not in state guidelines.	must meet Head Start Performance Standards

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	Parental Involvement: Parents are actively involved. Overall program philosophy considers parents full partners in their child's development and learning. Involving parents prior to kindergarten encourages them to play an active role in children's learning.	
FUNDS	*Method of Funding:* School funding on a formula basis. *State-appropriated Funds:* $10.3 million (FY 1997)	*Method of Funding:* Noncompetitive funding based on a formula related to several factors including unmet need. *State-appropriated Funds:* $18.75 million (FY 1997) Up to 11% of total funds can, at CFL discretion, be used for competitive awards for innovative collaborative projects; $1.75 million was set aside in FY 1998.
ONGOING PLANNING	*State Level:* *Community Level:* Each district's advisory group develops and submits their initial plan to CFL (with review by state Health Department). A plan update is submitted for approval every two years.	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	In FY 1997, funds ($20,000) were allocated to train teachers to use Work Sampling System (WSS) of child assessment.	
EVALUATION OF PROGRAM	The effects of the program on children's development are evaluated through ongoing use of the Work Sampling System. A special study was conducted in 1997 of eight Learning Readiness programs using WSS data, parent interviews and kindergarten teacher surveys.	

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MISSOURI

NAME OF PROGRAM(S)	***Early Childhood Development, Education and Care Programs***
HISTORY	Legislation passed in 1998 establishes the Early Childhood Development, Education and Care Fund to "give parents meaningful choices and assistance in choosing child care and education arrangements that are appropriate for their families and to support programs that prepare children to enter school ready to learn." The effective date of the legislation is January 1999. The ECDEC Fund receives funding from the Gaming Commission Fund (state revenues from gambling fees). The ECDEC Fund will support ECDEC preschool programs. The Fund will also support certificates for low-income families (defined as below 185% of poverty) to purchase early childhood development care and education; increased rates of child care subsidy reimbursement for accredited programs; and certificates for low-income families with children under age 3 who care for their children at home.
POPULATION SERVED	Children are eligible for ECDEC preschool programs from birth to age of kindergarten entrance. The initial preschool programs will likely target 3- and 4-year olds. The legislation states that preference may be given for new programs, ones targeted to areas of the state with high need, programs for children with special needs, programs that offer non-traditional hours and/or serve high concentrations of low-income families.
HOURS OF OPERATION	To be determined
NO. OF CHILDREN SERVED	To be determined
ELIGIBLE PRE-K PROVIDERS	Public school districts and private agencies including community agencies, Head Start centers, and child care centers.
ADMINISTRATIVE AUSPICES	Department of Elementary and Secondary Education (DESE) and the Department of Social Services (DSS)
PROGRAM STANDARDS	*Ratios:* To be determined *Staff Qualifications:* To be determined *Educational Program:* Programs funded through DSS are required to meet state child care licensing requirements; those funded through DESE must commit to becoming licensed within one year of receiving a grant. *Parental Involvement:* To be determined

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FUNDS	*Method of Funding:* 60% of monies in the ECDEC Fund each year are to be allocated for ECDEC preschool programs. Of that amount, 80% is appropriated to DESE and 20% is appropriated to DSS. Funds will be distributed through competitive grants. *State-appropriated Funds:* The annual total in the ECDEC Fund may be as much as $17.4 million, subject to appropriation.
ONGOING PLANNING	*State Level:* The possibility of creating a joint ECDEC advisory committee to assist both departments is being discussed. *Community Level:* The legislation requires that community input into applications for funding must be documented and that public school programs must establish a parent advisory committee.
ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	The legislation requires DESE and DSS to conduct a 4-year evaluation study with program and comparison groups to determine program impact and report the results to the legislature.

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NEBRASKA

NAME OF PROGRAM(S)	***Early Childhood Projects***
HISTORY	Legislation established the early childhood projects in 1990, however funding was not provided until 1992. The goal is to provide comprehensive child development and parent education.
POPULATION SERVED	Children are eligible from birth to age of school entrance (5 years old by October 15). 70% of the project funds are targeted to serve: children who are Head Start eligible, those with family income below 150% of federal poverty index, premature or low birth weight children, and/or those with primary language other than English.
HOURS OF OPERATION	The number of days per week and hours per day are local choice; however, center-based programs must provide at least half-day.
NO. OF CHILDREN SERVED	275 (FY 1996)
ELIGIBLE PRE-K PROVIDERS	Public school districts or multi-county Educational Service Units in partnership with community agencies, Head Start centers, and child care centers.
ADMINISTRATIVE AUSPICES	Department of Education.
PROGRAM STANDARDS	*Ratios:* 1:10 with maximum class size of 20 for center-based programs *Staff Qualifications:* Teacher certification in early childhood education or college degree with specialization in early childhood education. *Educational Program:* Projects are required to follow NAEYC accreditation criteria and adhere to Nebraska's Indicators of Quality. Programs are required to provide a play-oriented learning environment which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials. *Parental Involvement:* Programs are required to have a strong parent education component which recognizes the central role of parents in their children's development and establishes working relationships with each parent. At least 2 home visits are required for center-based programs.
FUNDS	*Method of Funding:* Competitive grants. Currently ten projects are funded. *State-appropriated Funds:* $500,000 (FY 1998)

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ONGOING PLANNING	*State Level:* *Community Level:* Projects are required to participate in existing early childhood planning groups such as Nebraska Good Beginnings, Early Intervention Planning Teams.
ASSESSMENT OF PROGRAM PERFORMANCE	The legislation requires an objective assessment of child progress.
EVALUATION OF PROGRAM	An external evaluator is under contract to the state.

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NEW HAMPSHIRE

NAME OF PROGRAM(S)	***Head Start Supplement***
HISTORY	Since 1988, the state Legislature has appropriated funds to maintain staff salaries at competitive levels and maintain the transportation system in Head Start programs. The annual appropriation has remained at a constant amount for approximately five years.
POPULATION SERVED	children who are Head Start eligible
HOURS OF OPERATION	per Head Start Performance Standards
NO. OF CHILDREN SERVED	not applicable (supplements all Head Start agencies)
ELIGIBLE PRE-K PROVIDERS	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Governor's Office of Energy and Community Services
PROGRAM STANDARDS	Head Start Performance Standards
FUNDS	*Method of Funding:* Allocation is made through the Fuel Assistance grant to Community Action Program (CAP) agencies for their Head Start program. *State-appropriated Funds:* $230,000 (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	

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NEW JERSEY

NAME OF PROGRAM(S)	*Preschool for 4-year-olds*	*Early Childhood Program Aid*	*Head Start-like Services*
HISTORY	The state school code has permitted school districts to offer kindergartens for both 4- and 5-year-olds since 1903. Permission to count 4-year-olds at 100% of per pupil state aid for reimbursement began in the 1940s.	The Comprehensive Educational Improvement Act of 1996 is the state's school funding law in response to the school finance equity lawsuit (Abbott). The Act established Early Childhood Program Aid for the lowest wealth school districts in the state to extend part-day kindergartens to full-day for 5-year-olds and to offer half-day preschool to all resident 3- and 4-year olds. (This replaced the state's former prekindergarten grant program, GoodStarts.)	Since 1988, the state has appropriated funds to support federal Head Start programs in New Jersey to offer extended day services and to provide comprehensive Head-Start-like services in community-based child care programs.
POPULATION SERVED	Resident 4-year-olds are eligible. The definition of the population served is local district option; districts may establish their own eligibility criteria. In districts without specific eligibility requirements, age and residence are the only criteria used and children are served on first-come, first-served basis.	The 28 "Abbott" districts are required to provide half-day preschool for all resident 3- and 4-year-olds and full-day kindergarten for all resident 5-year-olds. ECPA funding became available to the "Abbott" districts in the 1997-98 school year. Full implementation is required by 1999-00 for both programs. Beginning with the 1997-98 school year, other districts became eligible for ECPA. In 1997-98, there were 97 others, for a total of 125. In 1998-99, there are 108 districts eligible for ECPA, for a total of 136. These districts are required to provide half-day preschool for all resident 4-year-olds and full-day kindergarten for all resident 5-year-olds. Full implementation is required by the 2001-02 school year.	3- and 4-year-olds whose family income is below the federal poverty and whose parents need extended day services due to work, or training or education leading to employment
HOURS OF OPERATION	Local district decision	The minimum for preschool is half-day, 5 days per week, for 180 days per year.	Minimum is 6.5 hours per day
NO. OF CHILDREN SERVED	2,873 (FY 1998) [Note: Total preschool-aged children served statewide in FY 1998 (school year 1997-98) was 9,962.]	7,089 (FY 1998) [Note: Total preschool-aged children served statewide in FY 1998 (school year 1997-98) was 9,962.]	494 (FY 1998)

ELIGIBLE PRE-K PROVIDERS	Public school districts	Public school districts may provide preschool directly and/or may contract with Head Start, licensed private non-profits agencies, and licensed child care centers.	federal Head Start grantees and community-based child care agencies
ADMINISTRATIVE AUSPICES	State Department of Education (DOE)	State Department of Education (DOE)	Department of Human Services, Division of Family Development
PROGRAM STANDARDS	*Ratios:* 1:25 *Staff Qualifications:* Teacher must have elementary certificate (N-8). Teachers must participate in same in-service training required of all public school teachers. *Educational Program:* Curriculum developed at local level and varies by local objectives. *Parental Involvement:* Not required	*Ratios:* The 'Abbott' districts are required to have a maximum class size of 15 with 1 teacher and 1 aide for preschool. For the other ECPA districts, class size of 15 with 1 teacher is recommended in the ECPA formula. *Staff Qualifications:* Teacher must have elementary certificate (N-8). Professional development is required. *Educational Program:* Programs must encourage collaboration with local child care providers and be comprehensive, providing supplementary health, nutrition and social services. *Parental Involvement:* All programs must include strong parent participation component.	Head Start programs must meet the Head Start Performance Standards. Community-based agencies must meet the state child care licensing requirements.
FUNDS	*Method of Funding:* Preschool education aid is reimbursed in the year following expenditure according to state aid formula based on enrollment. *State-appropriated Funds:* not available[2]	*Method of Funding:* School aid formula based on enrollment and poverty level. *State-appropriated Funds:* $288 million (FY 1998)	*Method of Funding:* Competitive grants *State-appropriated Funds:* $1.4 million (FY 1998)
ONGOING PLANNING	*State Level:* Collaboration is encouraged between the DOE, the state Department of Human Services (DHS) and the state Department of Health and Senior Services (DHSS). *Community Level:*	*State Level:* Collaboration is encouraged between the DOE, the state Department of Human Services (DHS) and the state Department of Health and Senior Services (DHSS). *Community Level:* Programs are required to collaborate with local service providers.	*State Level:* *Community Level:*

[2] No dollar figure is available. For comparison, note that in FY 1992, funding for this program was $9.5 million. In FY 1997, $2.8 million in state funds was available for GoodStarts, the comprehensive early childhood education grant program that operated from 1992 through 1997. [ECPA replaced GoodStarts.]

ASSESSMENT OF PROGRAM PERFORMANCE	Oversight and compliance monitoring by DOE same as for all other public school programs.	Oversight and compliance monitoring by DOE same as for all other public school programs.	Contract compliance and monitoring are carried out by the Division of Family Development
EVALUATION OF PROGRAM			

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NEW MEXICO

NAME OF PROGRAM(S)	***Child Development Program***
HISTORY	In 1991, the legislature appropriated funds for collaborative child development programs in communities to provide quality early care and education to young children (ages birth to five years) and their families. Programs are to meet the developmental needs of children with appropriate practices and materials in schools, community agencies and in the home. Services may include child care and development, parent education and family support, home visiting, health screening and referral to related services. Programs are meant to be collaboratively planned in the community to address and fill gaps between and among other categorically funded programs. Program flexibility and community planning are meant to encourage efficient use of state resources and attract community resources.[3]
POPULATION SERVED	Children from birth to age 5 (and their parents) are eligible.
HOURS OF OPERATION	There are no minimum hours of operation. Program schedules vary depending on the type of program, e.g., child care or parent education, and the needs of the child, family and community.
NO. OF CHILDREN SERVED	1,333 children and 1,433 families (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Programs may be offered by any public or community-based agency, including public school districts, community agencies, Head Start centers, child care centers, community colleges and state universities.
ADMINISTRATIVE AUSPICES	Children, Youth and Families Department, Office of Child Development (OCD)
PROGRAM STANDARDS	*Ratios:* Programs must meet ratios in state child care licensing requirements. *Staff Qualifications:* Depending on the program design, continuing child development training is required. *Educational Program:* Depending on the program design, programs are encouraged to become accredited within 3 years. (50% of current programs are accredited.) *Parental Involvement:* Parental involvement is strongly emphasized in all programs. Support and development of parenting skills is a key objective of the overall program.

[3] For FY 1999, the Legislature has appropriated $5 million in state funds for Head Start grantees to serve children of TANF recipients.

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FUNDS	*Method of Funding:* Contracts are awarded based on a competitive application process, subject to state appropriations. Locations with high numbers of young children and few available licensed early childhood program spaces receive preference. *State-appropriated Funds:* $1.3 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:* Programs must be collaboratively planned.
ASSESSMENT OF PROGRAM PERFORMANCE	Programs are monitored on-site once or twice per year. All programs do a self-assessment using the Infant Toddler Rating Scale or the New Mexico Guide for Preschool. Program reviews and program outcomes are submitted in annual final reports to the OCD.
EVALUATION OF PROGRAM	An independent evaluation conducted in 1992 found that collaboration was working at the community level, presence of well-trained early childhood personnel was essential to positive outcomes for participants, and that ongoing mentoring, monitoring and technical assistance were beneficial to programs. In one program using the Early Language Program (ELP) screening assessment, significant advances in children's overall language development were documented.

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NEW YORK

NAME OF PROGRAM(S)	*New York State 'Experimental' Prekindergarten Program*	*New York State Universal Prekindergarten Program*
HISTORY	In 1966, the Legislature established the program to provide developmentally appropriate programs to economically disadvantaged 3- and 4-year-olds.	In 1997, the Legislature established the program as part of an education improvement bill. The goal is universal opportunity to access preschool education for 4-year-olds in programs that support family needs. Programs will begin in the 1998-99 school year.
POPULATION SERVED	Children who are 3- and 4-years-old and whose families are economically disadvantaged as defined by eligibility to receive TANF, free/reduced lunch, food stamps, Medicaid, unemployment or disability compensation.	Children who are 4 years old are eligible. Beginning in school year 1999-00, priority must be given to economically disadvantaged children.
HOURS OF OPERATION	Minimum of 2 ½ hours/day, and at least 12 hours/week for the school year	Minimum of 2 ½ hours/day for 180 days/year
NO. OF CHILDREN SERVED	19,000 (FY 1997)	19,009 (estimate for FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts and Boards of Cooperative Educational Services (BOCES) only	Local school districts, which must contract a minimum of 10% and may contract up to 100% of the program to eligible community agencies including Head Start, child care centers, nursery schools, private schools and preschool special education providers.
ADMINISTRATIVE AUSPICES	State Education Department	State Education Department
PROGRAM STANDARDS	*Ratios:* 1:8 with minimum class size of 16, up to 3:20 for maximum class size of 20. *Staff Qualifications:* Teacher certification in elementary education, or elementary with the early childhood annotation; or bilingual elementary or early childhood education.	*Ratios:* 1:9 with class size of 18, up to 3:20 for class size of 20. *Staff Qualifications:* In public schools, teachers must have certification in elementary education or elementary with the early childhood annotation; or bilingual elementary or early childhood education. Programs in other agencies must meet the staff qualifications requirements of those agencies (until 2001-2, when teachers must meet same requirements as those in public schools).

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	Educational Program: Programs must implement, according to state regulations, a developmentally based curricula appropriate for the ages and developmental stages of the children. *Parental Involvement:* Each program must have a Parent Advisory Committee that meets at least quarterly. One home visit by staff is required before child starts program.	*Educational Program:* Programs must implement, according to state regulations, developmentally and culturally appropriate curricula for the ages and developmental stages of the children. *Parent Involvement:* Programs must provide activities for parent participation including: parent-staff conferences, weekly communication and parent meetings.
FUNDS	*Method of Funding:* School funding on a formula basis, with a minimum required local match of 11%. *State-appropriated Funds:* $50.2 million (FY 1998)	*Method of Funding:* School funding based on needs-related formula *State-appropriated Funds:* $67 million (FY 1998) The appropriation is expected to rise to $500 million by 2003.
ONGOING PLANNING	*State Level:* *Community Level:*	*State Level:* *Community Level:* Each district must appoint a PreK Policy Advisory board to recommend whether and how the district will implement PreK.
ASSESSMENT OF PROGRAM PERFORMANCE	State staff provide fiscal monitoring annually and program monitoring on less regular basis due to small number of staff available. Technical assistance is available from state staff. Districts are required to submit annual final program reports to the state.	State staff provide fiscal monitoring annually and program monitoring on less regular basis due to small number of staff available. Technical assistance is available from state staff.
EVALUATION OF PROGRAM	An evaluation of the program showed positive gains for children, reduced special education placement and grade retention, and increased parental expectations for their children's educational success.	The Legislation requires an evaluation.

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NORTH CAROLINA

NAME OF PROGRAM(S)	*Smart Start*
HISTORY	Smart Start, established in 1993 at the initiative of the Governor, joins state government, community leaders and service providers together with families as partners in providing and improving services for children ages birth to five. The aim is to provide early childhood education, health care and other critical services that will ensure that all children enter school healthy and ready to succeed. Smart Start expanded to serve 55 counties in 1997-98. The remaining 45 counties received planning grants in 1997-98. The Governor is seeking expansion of services to all 100 counties by January 1999.
POPULATION SERVED	Children from birth to the age of kindergarten entry and their families
HOURS OF OPERATION	There is no minimum. Operations vary by local program option, which can include family services, program improvement and enhancement, as well as direct services to children.
NO. OF CHILDREN SERVED	Since 1994, more than 100,000 children have been served in local programs providing services to young children (e.g., early childhood programs, health services, parent services, child care staff training, and other program enhancements).
ELIGIBLE PRE-K PROVIDERS	Agencies eligible to provide early childhood services include community organizations, child care centers, family child care homes, Head Start programs, public school districts, developmental day programs and community colleges. Each county forms a local nonprofit Partnership for Children that receives state funds, plans and oversees local Smart Start programs, and awards grants for services.
ADMINISTRATIVE AUSPICES	North Carolina Partnership for Children, a private nonprofit organization created by legislation in 1993, administers Smart Start under contract to the Division of Child development of the North Carolina Department of Health and Human Services.
PROGRAM STANDARDS	Quality standards are applied and monitored in relation to the nature of the service provided at the community level. There are no specific Smart Start standards. *Ratios:* *Staff Qualifications:* *Educational Program:* *Parental Involvement:*
FUNDS	*Method of Funding:* Needs-based allocations are made to county-level Partnerships for Children, which award grants to community agencies based on approved service plans. *State-appropriated Funds:* $93 million (FY 1998) for Smart Start overall. The Governor has requested an additional $57 million for 1998-99.

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ONGOING PLANNING	*State Level:* The North Carolina Partnership for Children reviews and approves or disapproves county service plans in consultation with appropriate state agencies and organizations. *Community Level:* Local Partnership boards, which include specified members, prepare an annual service delivery plan based on assessment of the needs of the community.
ASSESSMENT OF PROGRAM PERFORMANCE	The North Carolina Partnership has legislative responsibility for program performance and is currently developing performance standards for program as well as organizational and administrative performance.
EVALUATION OF PROGRAM	The Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill has been responsible for state-wide evaluation of Smart Start from 1993 until the present. Among many positive results, the evaluation has shown that more children are receiving child care and that the quality of child care has improved. Local Smart Start Partnerships are conducting county-level and agency-level evaluations of local programs. Both statewide and local evaluation of Smart Start are expected to continue.

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OHIO

NAME OF PROGRAM(S)	*Public School Preschool*	*Ohio Head Start*
HISTORY	Based on the success of pilot programs beginning in 1986, the Legislature established the public school preschool in 1990. The Ohio Head Start Association and state education department worked together with advocates (Children's Defense Fund-Ohio) to convince the legislature of the benefits of early childhood education. The program goals are school readiness and social competence. The state's funding to supplement federal Head Start began in 1990. Ohio's overall early childhood policy goal is to ensure that all low-income 3- and 4-year old children in Ohio have access to high quality preschool education in either Head Start, public school preschool or child care.	
POPULATION SERVED	3- through 4-year-olds whose family income is below 185% of poverty level.	3- through 4-year-olds whose family income is below 100% of poverty level.
HOURS OF OPERATION	Vary by site; a minimum of 3 hours per day is required. (Wrap around services may be provided through collaborative arrangements with child care providers to extend the day to school day or to full working day, and year round.)	Vary by site; must meet Head Start Performance Standards. (Wrap around services may be provided through collaborative arrangements with child care providers to extend the day to school day or to full working day, and year round.)
NO. OF CHILDREN SERVED	7,655 (FY 1997)	20,899 (FY 1997) with state funds 33,429 (FY 1997) with federal funds
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may contract with Head Start, licensed child care centers, or other service providers.	Federal Head Start grantees and Ohio Head Start grantees. Ohio Head Start grantees may be delegate agencies of federal or Ohio Head Start, other public agencies including schools, or nonprofit community agencies such as child care centers.
ADMINISTRATIVE AUSPICES	Ohio Education Department (ODE)	Ohio Education Department (ODE)

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PROGRAM STANDARDS	*Ratios:* 2:17 *Staff Qualifications:* Teacher certification in early childhood education or Early Childhood Specialist license. *Educational Program:* Programs must provide comprehensive services in accordance with Head Start Performance Standards and must meet state child care licensing requirements. *Parental Involvement:* Modeled on Head Start Performance Standards. One day per week is set aside for parent involvement programs.	*Ratios:* 2:17 (same as for Head Start Performance Standards) *Staff Qualifications:* CDA (same as for Head Start Performance Standards) *Educational Program:* Programs must meet Head Start Performance Standards and state child care licensing requirements. *Parental Involvement:* Same as Head Start Performance Standards
FUNDS	*Method of Funding:* Funding for continuing programs is a non-competitive allocation (no formula). *State-appropriated Funds:* $17.7 million annually ($35.4 for the 1998-99 Biennium)	*Method of Funding:* Competitive grants for continuing programs and for expansion; prospective grantee must demonstrate management, staff and fiscal capacity. *State-appropriated Funds:* $90.6 million annually ($181.3 for the 1998-99 Biennium)
ONGOING PLANNING	*State Level:* State planning is done by Ohio Family and Children First Initiative through the Early Childhood Coordination Committee. *Community Level:* Local planning is done through local Family and Children First Councils.	*State Level:* State planning is done by the Ohio Family and Children First Initiative through the Early Childhood Coordination Committee (which includes the Head Start-State Collaboration Project). *Community Level:* Local planning is done through local Family and Children First Councils.
ASSESSMENT OF PROGRAM PERFORMANCE	ODE is required to conduct one on-site review per year to monitor income eligibility and compliance with Head Start Performance Standards. In addition, programs receive 2 visits annually to monitor compliance with preschool or child care licensing rules.	ODE is required to conduct one on-site visit for review and monitoring of the Head Start program annually. These are conducted as joint monitoring visits with federal regional staff every 3 years. In addition, programs receive 2 visits annually to monitor compliance with preschool or child care licensing rules.
EVALUATION OF PROGRAM	State legislation passed in June of 1997 charged the ODE to develop outcome-based measures to effectively demonstrate the progress of children enrolled in early childhood programs. The Division of Early Childhood Education designed an accountability program, called Early Indicators of Success, to be implemented in the 1998-99 school year. Preschool demographic data and baseline information will be collected through a computerized system. Children's progress will be documented in an educational information management system; aggregate results will be reported annually. Target levels for critical performance indicators will be formulated and prescribed based on this experience.	

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OKLAHOMA

NAME OF PROGRAM(S)	*Early Childhood Four-Year-Old Program*	*Head Start Supplement*
HISTORY	In 1980, funds were appropriated by legislation for the education of 4-year olds in public schools. Research by Lazar and others on long term beneficial effects of early childhood education was a factor. The program is directed toward developmentally appropriate objectives for 4-year-olds. In 1998, the Legislature expanded the program to all children, not just those in poverty.	Since 1993, the state Legislature has appropriated funds for Head Start. The original purpose was to help Community Action Agencies (CAA) match federal funds for Head Start. Currently, the purpose is to extend the day and year, enhance existing services and expand to serve more and/or younger children.
POPULATION SERVED	Children must be 4-years-old by September 1st.	Head Start eligible children
HOURS OF OPERATION	For half-day programs, the minimum is 2.5 hours/day, 5 days/week, for the school year. For full-day programs, the minimum is 6 hours per day, 5 days per week for the school year.	per Head Start requirements
NO. OF CHILDREN SERVED	8,000 (FY 1997)	387 (FY 1997) [This represents state-funded expansion only.]
ELIGIBLE PRE-K PROVIDERS	Public school districts may operate the program directly and may contract with Head Start centers and child care centers.	federal Head Start grantees
ADMINISTRATIVE AUSPICES	State Department of Education (SDE)	Department of Commerce
PROGRAM STANDARDS	*Ratios:* For a class size of 20 students, there must be one teacher and one teacher assistant. *Staff Qualifications:* Teachers must have certification in early childhood education. *Educational Program:* All programs must follow standards established by SDE for early childhood education programs. The educational program for 4-year olds must offer a learning environment that provides for individual and group learning experiences, and is equipped with	Head Start Performance Standards

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	appropriate furniture, equipment, materials and supplies sufficient to meet the needs of children in the class. There must be restrooms that will accommodate 4-year-olds and a playground area that is accessible and safe. *Parental Involvement:* Programs must encourage family involvement to support the child's education experience.	
FUNDS	*Method of Funding:* School funding on a formula basis *State-appropriated Funds:* $4 million (FY 1997).	*Method of Funding:* Grants are awarded to CAAs on an allocation formula based on enrollment and county poverty levels. Non-CAA Head Start grantees may receive funds through a CAA. Currently 20 of 21 grantees in the state receive funds. *State-appropriated Funds:* $3.6 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:*	
ASSESSMENT OF PROGRAM PERFORMANCE	Participating children receive ongoing assessments. DOE Regional Accreditation Officers provide fiscal and program monitoring annually to district programs.	Dept. of Commerce contracts with OACAA to provide training and technical assistance for programs to conduct self-assessment. Dept. of Commerce monitors programs and requires annual outcome evaluations.
EVALUATION OF PROGRAM	None at state level	

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OREGON

NAME OF PROGRAM(S)	***Oregon Head Start Prekindergarten***
HISTORY	In 1987, the legislature established the program. The Head Start Association took the lead in advocating for the legislation. The goal is to provide comprehensive services to 3- and 4-year old children from low income families by adoption of federal Head Start Performance Standards for the state-funded program..
POPULATION SERVED	Children who are between 3-years-old and kindergarten entry and have family incomes below 100% of federal poverty level, including children with disabilities.
HOURS OF OPERATION	Varies by site from half-day to full-day, for the school year.
NO. OF CHILDREN SERVED	1,701 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts (which may contract), as well as community agencies, Head Start centers, child care centers, community colleges and state universities.
ADMINISTRATIVE AUSPICES	Department of Education.
PROGRAM STANDARDS	*Ratios:* 1:10 for 4-year-olds with class size of 20; 2:17 for 3-year olds *Staff Qualifications:* CDA credential *Educational Program:* Head Start Performance Standards *Parental Involvement:* Head Start Performance Standards
FUNDS	*Method of Funding:* Competitive grants to applicants who can meet federal Head Start Performance Standards and show needs through a community assessment. *State-appropriated Funds:* $31.5 million for the 1997-99 biennium (approximately $15.75 million per year)
ONGOING PLANNING	*State Level:* The Department is planning for expansion sufficient to reach 34% of eligible children by 1999. *Community Level:* Local programs are planning for expansion.
ASSESSMENT OF PROGRAM PERFORMANCE	State staff conduct on-site program reviews with federal regional Head Start staff.

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EVALUATION OF PROGRAM	Evaluations are done by individual programs, with no overall comparisons.

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PENNSYLVANIA

NAME OF PROGRAM(S)	***Education Aid for Kindergarten for Four-Year-Olds***
HISTORY	The state began funding PreK students in 1965.
POPULATION SERVED	Children who are 4 years old; eligibility is based on first-come, first-served (school districts may establish other criteria at their discretion).
HOURS OF OPERATION	Local option
NO. OF CHILDREN SERVED	2,979 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Local school districts
ADMINISTRATIVE AUSPICES	Department of Education (DOE)
PROGRAM STANDARDS	*Ratios:* Same as kindergarten *Staff Qualifications:* Same as kindergarten; DOE (N-3) certification *Educational Program:* Curriculum is not mandated, but is regulated at local level. PreK curriculum is developed, monitored, and reviewed through process used for other district programs. *Parental Involvement:* Local option
FUNDS	*Method of Funding:* Funds are available after first year of operation; children served are included in the districts' total student count for state aid. The aid formula is used to determine reimbursement based on enrollment in the previous year. *State-appropriated Funds:* $5.7 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:*

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ASSESSMENT OF PROGRAM PERFORMANCE	
EVALUATION OF PROGRAM	

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RHODE ISLAND

NAME OF PROGRAM(S)	*Early Childhood Investment Fund*	*Head Start Supplement*
HISTORY	In 1997, within a larger school improvement bill, the Legislature established state aid for local school districts to design early childhood programs in response to family needs. Districts may offer prekindergarten, before and after school care, extended day kindergarten, parent education and family support programs through family centers, and/or reduce class sizes in the elementary grades. In 1998, the legislature amended the bill (effective FY 1999 and thereafter) to establish a 3% set aide for early childhood and require school districts to submit an early childhood plan to the Department of Education (DOE) for approval. Funds may be used for direct services and to purchase materials and equipment for children.	Since 1986, the legislature has appropriated funds for Head Start. The original purpose was to supply the cash match required to receive the federal Head Start funds. Expansion of services was an additional purpose. The state funds are used by Head Start programs to match either federal funds for Head Start or federal funds for Medicaid. The Medicaid funding supports Head Start programs as providers of targeted case management services.
POPULATION SERVED	Children from birth to age 10 and their families are eligible. Priority is for families most in need, with need determined locally.	federal Head Start eligibility
HOURS OF OPERATION	Local option	per Head Start Performance Standards
NO. OF CHILDREN SERVED	280 (FY 1998)	400 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Local school districts, which may contract with DOE-approved private preschool programs, licensed child care centers and Head Start.	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Education	Rhode Island Department of Human Services

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PROGRAM STANDARDS	PreKindergarten programs operated by school districts are not required to be approved. Programs operated by private preschools must be approved by DOE; programs operated by child care centers must be licensed by the Department of Children, Youth and Families; Head Start programs must meet the Head Start Performance Standards. *Ratios:* 1:10 with a maximum class size of 20 is recommended by the DOE Preschool Standards. *Staff Qualifications:* DOE requires preschool teachers to have a bachelors degree and early childhood certification (PreK or Birth to Grade 2) and recommends that teachers have a bachelors degree in early childhood education/child development. *Educational Program:* DOE recommends that programs follow NAEYC guidelines and strongly encourages accreditation. Financial support for accreditation is available through the DOE's Keys to Quality project. *Parental Involvement:* Parent involvement is an essential element in the DOE Preschool Standards.	per Head Start Performance Standards
FUNDS	*Method of Funding:* State aid to local school districts on a formula basis. *State-appropriated Funds:* $3.6 million (FY 1998)	*Method of Funding:* Grant awards directly to each federal Head Start grantee based on total number of children served *State-appropriated Funds:* $1.9 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:*	
ASSESSMENT OF PROGRAM PERFORMANCE	The school improvement legislation requires that all children in the state be assessed in writing in grade 3, reading and math in grade 4, and health in grade 5. The results of the assessments must be reported to the Legislature annually.	The federal regional office monitors programs for compliance with Head Start Performance Standards. Programs submit quarterly reports to the state DHS on progress toward meeting program-defined objectives.
EVALUATION OF PROGRAM		

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SOUTH CAROLINA

NAME OF PROGRAM(S)	***Early Childhood Program***
HISTORY	In 1984, the Legislature established the program as part of the Education Improvement Act to address academic deficiencies in 4-year old children and prepare them for kindergarten and first grade. The legislation and its goal of school readiness was renewed in 1993.[4]
POPULATION SERVED	Children must be 4 years old on or before September 1 of the program year. Priority is given to students with defined academic deficiencies or English as a second language. Each district screens children and then enrolls children who are the most needy according to the priorities (up to the number for which the district has received funding). The DIAL_R screening instrument is used in most districts. Districts may use other criteria such as eligibility for free/reduced lunch, age of the mother (teen parent), structure of the family (single parent or number of children).
HOURS OF OPERATION	Minimum is 2.5 hours/day, 5 days/week for 180 days/year.
NO. OF CHILDREN SERVED	15,397 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which may contract with Head Start centers or programs funded by the federal Child Care and Development Block Grant
ADMINISTRATIVE AUSPICES	Department of Education
PROGRAM STANDARDS	*Ratios:* 1:10 (1 teacher and 1 aide) with maximum class size of 20 *Staff Qualifications:* Teachers must have certification in early childhood education or provisional certification based on a college degree with specialization in early childhood education. Aides must have a high school diploma or equivalent. *Educational Program:* All programs must meet the defined minimum regulations of the Department of Education. Each district determines its curriculum based on needs of students. *Parent Involvement:* Each school district must have a parent education component as part of the program; each district has parent volunteers. Other requirements/criteria are determined and defined locally.

[4] In 1995, the state Legislature passed Act 135 (Early Childhood Intervention) giving school districts discretionary funds to serve children from 3-years-old through 3rd grade. The appropriation for Act 135 for FY 1999 is $110 million. It is not known whether or how many 3- and 4-year-olds may be served under Act 135.

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FUNDS	*Method of Funding:* Funding is distributed to school districts on a formula basis. Since 1995, the funding formula has been based on the number of children in 1st grade who test not ready on the CSAB. Previously, the funding formula was based on the number of 4-year-olds served. *State-appropriated Funds:* $22.3 million (FY 1998)
ONGOING PLANNING	*State Level:* *Community Level:* If a local advisory committee on early childhood exists, the district must consult with it to plan the program based on identified needs and resources of the community. If a local committee does not exist, the district may collaborate with local early childhood programs such as Head Start to identify local needs and resources.
ASSESSMENT OF PROGRAM PERFORMANCE	Each program must provide assurances endorsed by the superintendent that it is meeting state standards. State DOE staff from the Office of Organizational Development provide on-site fiscal and program monitoring visits and offer professional development workshops for staff throughout the year.
EVALUATION OF PROGRAM	Programs are evaluated locally. All districts must participate in evaluation efforts coordinated by the DOE Office of Research which tracks program participants through 3rd grade.

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TENNESSEE

NAME OF PROGRAM(S)	***Early Childhood Pilot Program***
HISTORY	In 1996, the Legislature established a pilot preschool program. Funds were appropriated for pilots in 1998. The purpose of the program is to serve low-income 3- and 4-year-old children and others at risk because of disabilities, abuse or neglect; to promote collaborative efforts to expand quality services; and to address the needs of FamiliesFirst (welfare reform) parents who require quality care and education for their preschool children.
POPULATION SERVED	3- and 4-year-old children who are eligible for Head Start but are not being served due to inadequate capacity
HOURS OF OPERATION	The minimum educational program is 5 ½ hours per day; programs must offer extended hours (up to 12 hours per day, year round) for any parent who is working and/or in school.
NO. OF CHILDREN SERVED	600 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts, Head Start programs, not-for-profit child care centers, institutions of higher education, and not-for-profit community agencies are eligible.
ADMINISTRATIVE AUSPICES	Department of Education
PROGRAM STANDARDS	*Ratios:* 1:8 for 3-year-olds with a maximum class size of 18; 1:10 for 4 year-olds with a maximum class size of 20 *Staff Qualifications:* Teachers must be certified (PreK through Grade 3). Other adults required to meet the ratios must have a CDA credential. *Educational Program:* At least 5 ½ hours per day of developmentally appropriate curriculum must be provided. Each program is expected to serve as a model early care and education program and a training site for other programs' staff. *Parent Involvement:* Parent involvement component is required. All programs are strongly encouraged to affiliate with one of the 104 state-funded Family Resource Centers.
FUNDS	*Method of Funding:* Competitive grants through an RFP process. *State-appropriated Funds:* $3.1 million (FY 1998)

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ONGOING PLANNING	*State Level:* The statewide TENNKIDS Initiative is the interdepartmental planning effort that includes higher education and local child-oriented agencies to develop a comprehensive plan and implementation strategies. TENNKIDS was introduced by the Governor's Summit on Tennessee's Children in 1998. *Community Level:* Local agencies are part of TENNKIDS.
ASSESSMENT OF PROGRAM PERFORMANCE	An assessment system will be selected by each grantee.
EVALUATION OF PROGRAM	An evaluation will be conducted based on children's readiness for school and long term school success.

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TEXAS

NAME OF PROGRAM(S)	***Public School PreKindergarten***
HISTORY	In 1984, the PreKindergarten program was mandated by the Legislature to serve high-risk 4-year olds. The goal was to break the debilitating cycle of costly remediation and school failure in later grades by building a solid foundation of school successes among 4-year-olds.
POPULATION SERVED	Districts must offer PreK if there are at least 15 eligible 3- and 4-year-olds. Children must be at least 3 years old on or before September 1 of the program year, and either unable to speak or comprehend English, educationally disadvantaged (i.e., eligible for free/reduced lunch program), or homeless. Four-year-olds have first priority, although 3-year-olds may be served.
HOURS OF OPERATION	Minimum is 3 hours/day for the full school year.
NO. OF CHILDREN SERVED	120,053 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts, which by law may contract with private entities (such as Head Start and child care centers) to operate the PreK program.
ADMINISTRATIVE AUSPICES	Texas Education Agency (TEA)
PROGRAM STANDARDS	*Ratios:* No requirements. (The Legislature revoked the authority of the TEA and State Board to set requirements or adopt guidelines for the PreK program. Previously, class size was limited to 22. The Commissioner has written to districts encouraging them to maintain class size at 22 children.) *Staff Qualifications:* Teachers must hold certification with an early childhood education or a kindergarten endorsement. *Educational Program:* Developmentally appropriate practice based on NAEYC guidelines is encouraged. Guidelines called "Essential Elements for PreK" were developed at state level by a committee of professional educators. The document is based on current research in child development, early childhood education, and first and second language acquisition. It identified sound, proven practices to foster social/emotional, intellectual, aesthetic, and physical development in children. Districts are still encouraged to follow these guidelines. *Parental Involvement:* No requirements, although parent involvement is an agency-wide objective for all programs at the TEA.

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FUNDS	*Method of Funding:* School funding on a formula basis. *State-appropriated Funds:* $145 million (FY 1997)[5]
ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	Although the State Board of Education establishes program and curriculum standards and monitors program implementation for all programs, the Legislature revoked their authority to do so for PreK. The TEA continues to accredit public schools. Accreditation includes all programs operating in a district, including PreK.
EVALUATION OF PROGRAM	A five-year evaluation study was conducted by the TEA from 1989 through 1994. The study included a statewide survey in two of the years and in all five years, case studies, self study and a longitudinal evaluation. The findings show that PreK participants were less likely to be retained in grade or placed in special education and more likely to be reading on grade level than children who did not attend PreK.

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[5] The latest edition of *Map and Track* reported that Texas spent $239 million for FY 1996 on its PreK program. That figure included local funds. The amount reported here includes state funds only.

VERMONT

NAME OF PROGRAM(S)	***Early Education Initiative***
HISTORY	In 1987, the Legislature established the program in response to concern that some children were "falling between cracks" and not ready for kindergarten. The goal was to ensure kindergarten readiness for children and to increase parent involvement.
POPULATION SERVED	Children who are 3- and 4-years-old primarily (others can be served as space permits). To qualify, a child must have risk factors such as: developmental delay (6 months +), abuse and neglect, English as a second language, social isolation, behavior disorders, or family income below 185% of federal poverty guidelines.
HOURS OF OPERATION	Varies by site (no minimum)
NO. OF CHILDREN SERVED	1,138 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts, child care centers, Head Start programs, community agencies and state-funded Parent-Child Centers.
ADMINISTRATIVE AUSPICES	Department of Education.
PROGRAM STANDARDS	*Ratios:* 1:10 with maximum class size of 18 *Staff Qualifications:* The teacher must have the highest qualifications required in the environment of that particular grantee, e.g., CDA, college degree in early childhood education. If program is based in a public school, the teacher would need to be certified in early childhood education. *Educational Program:* All programs must meet the Core Standards for Center-Based Programs in Vermont (Core Connections Model). Curriculum guidance is offered through the Standards-based Curriculum designed with an explicit focus on Vermont standards; all students have access to and demonstrate attainment of the knowledge and skills identified in the standards. Curriculum models in use include but are not limited to: Creative Curriculum, Reggio philosophy, High/Scope, Montessori, etc. *Parental Involvement:* Two home visits are required. Parent involvement opportunities are encouraged including decision-making on advisory boards.
FUNDS	*Method of Funding:* Competitive Grants based on needs of community served by the program and degree of collaboration with other community providers. *State-appropriated Funds:* $1.3 million (FY 1998)

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ONGOING PLANNING	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	Programs are assessed through a peer review process. All programs make an annual report of activities.
EVALUATION OF PROGRAM	A longitudinal examination of EEI graduates began in 1993, focusing on the program's impact on special education services, use of Chapter 1 services, academic performance, grade retention and social competence.

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VIRGINIA

NAME OF PROGRAM(S)	***Virginia Preschool Initiative***
HISTORY	The program began in 1995 as a legislative initiative to serve at-risk children who are eligible for but unserved by Head Start .
POPULATION SERVED	Children must be 4 years old by September 30th of the program year and have at risk factors. Each program determines the educational and/or economic risk factors on which eligibility requirements are based.
HOURS OF OPERATION	Minimum is school day, 5 days/week for the school year.
NO. OF CHILDREN SERVED	5,586 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Public school districts and government entities (localities), which may contract with private schools, community agencies, Head Start centers, and child care centers. (Of the 68 projects operating in 1997, ten were operated by organizations other than public schools.)
ADMINISTRATIVE AUSPICES	Department of Education.
PROGRAM STANDARDS	*Ratios:* 1:8 with maximum class size of 16 *Staff Qualifications:* Law requires "qualified staff" which means the teacher must have the highest qualifications required in the environment of that particular grantee, e.g., CDA, college degree in early childhood education, courses in early childhood education. If program is based in a public school, the teacher would need to be certified in early childhood education. *Educational Program:* All programs must meet state child care licensing requirements as a minimum. The localities' choice of curriculum guidelines is included each year in the grantee plan submitted to the state for approval. *Parental Involvement:* All programs must conduct at least 1 home visit per year. Parental involvement is required and grantees must include a description of the requirements in their yearly plan submitted to the state for approval.
FUNDS	*Method of Funding:* Funding according to a non-competitive allocation is available to localities (government entities or school districts) with documented unserved 4-year-olds. *State-appropriated Funds:* $23.6 million (FY 1997)

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ONGOING PLANNING	*State Level:* *Community Level:* Each locality must establish a Planning Team including parents and local representatives of public departments of health, social services and mental health.
ASSESSMENT OF PROGRAM PERFORMANCE	Programs are required by law to conduct child assessments and program evaluation each year.
EVALUATION OF PROGRAM	Request for appropriation to conduct a statewide program evaluation is submitted annually but has not yet been funded.

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WASHINGTON

NAME OF PROGRAM(S)	*Early Childhood Education and Assistance Program (ECEAP)*	*Head Start Supplement*
HISTORY	In 1985, the Legislature established the ECEAP program, with support from the Business Roundtable, which made early childhood education reform its top priority after a review of economic development and workforce issues. The goal is to assist eligible children with educational, social, health, nutritional, and cultural development to enhance their opportunity for success in the common school system.	Since 1968, the state has appropriated some funding to meet match requirements for federal Head Start.
POPULATION SERVED	4-year olds (and with specific approval, a small number of 3-year olds). Family income must be at or below 100% of the federal poverty level. Priority is for children at risk of school failure for reasons such as low family income, child abuse or neglect, homelessness, developmental disabilities/special needs, limited English proficiency.	children eligible for Head Start
HOURS OF OPERATION	Minimum is 10 hours/week in activities, over 3 or more days/week, for at least 32 weeks per year.	per Head Start Performance Standards
NO. OF CHILDREN SERVED	7,915 (FY 1998)	11,948 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts (which may subcontract) and community agencies, child care centers, Head Start centers, in-home child care providers who are supervised, local governments, community and technical colleges.	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Community, Trade and Economic Development, Community Services Division, Children's Services Unit.	Department of Community, Trade and Economic Development, Community Services Division, Children's Services Unit.

PROGRAM STANDARDS	(Note: During FY 1999, ECEAP will be implementing a demonstration year of revised program standards. Following are based on the revised standards.) *Ratios:* 1:6 with class size of 18 *Staff Qualifications:* A four-year college degree in early childhood education or child development and a minimum of 2 years of successful work experience in a preschool, child care or kindergarten setting. *Educational Program:* Programs must meet state program performance standards, which are similar to federal Head Start Performance Standards. Programs are required to have a developmentally appropriate, child-centered focus with limited teacher-directed activities. Curriculum is developed at the local level with teacher and parent input. No curriculum prescribed, although many programs incorporate High/Scope, emergent and Creative Curriculum. *Parental Involvement:* Parent involvement is the best practice, but not mandated. It is required for the policy council to include parents in decision-making roles. Programs hold monthly parent meetings. Family support principles are incorporated throughout the revised standards.	federal Head Start Performance Standards
FUNDS	*Method of Funding:* Renewal of funding applications for 36 contractors. Awards are negotiated on a cost-per-child basis, with additional funding for training, parent empowerment, one-time costs, and longitudinal study costs. Funds are provided through a biennial contract. *State-appropriated Funds:* $29 million (FY 1998)	*State-appropriated Funds:* $470,000 (FY 1997)
ONGOING PLANNING	*State Level:* Continued collaboration with state agencies such as Department of Social & Human Services, Head Start State Collaboration Project, WorkFirst child care, federal region emphasizes integrating with new or existing child care sites. The Department is seeking an enhancement request to fund 100 slots of full-day, full-year programming. During FY 1999 the revised ECEAP Performance Standards are being implemented as a demonstration. *Community Level:* Local programs continue to collaborate on integrating ECEAP with new or existing child care sites and provide feedback to the state on the revised Performance Standards.	*State Level:* *Community Level:*
ASSESSMENT OF PROGRAM PERFORMANCE	A process of self-assessment is completed by staff, administrators, and parents at the local level, every 4 years. It is forwarded to the state office and used in on-site program reviews, conducted every 4 years.	monitoring by the federal regional office

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EVALUATION OF PROGRAM	An on-going ECEAP Longitudinal Study is now in its 9th year, and this year will include data collection from adolescents currently in the 7th grade. Findings several years beyond the program year indicate that children who participated make greater academic progress than non-participants and report enjoying school more than those in the control group. The parents of participants rate being involved in their children's activities in and out of school higher than parents of non-participants	

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WEST VIRGINIA

NAME OF PROGRAM(S)	***Kindergarten for 4-year olds***
HISTORY	The state school code was revised in 1983 to permit local county school boards to establish prekindergarten programs for children under 5, but no specific state funds have been appropriated to date.
POPULATION SERVED	Children who are under 5 years old and not eligible for kindergarten. Eligibility determination is left to district discretion.
HOURS OF OPERATION	No minimum schedule is required; this is a local decision.
NO. OF CHILDREN SERVED	2,500 (FY 1998)
ELIGIBLE PRE-K PROVIDERS	Public school districts
ADMINISTRATIVE AUSPICES	Department of Education (DOE)
PROGRAM STANDARDS	*Ratios:* Local decision *Staff Qualifications:* Teacher must be certified in elementary education. *Educational Program:* Local decision *Parental Involvement:* Local decision
FUNDS	*Method of Funding:* Funds are part of regular education aid (state does not allocate specific funding for 4-year-olds) *State-appropriated Funds:* $5.8 million (FY 1998) A financing implementation plan is being developed by an interagency Study Commission on Services for Young Children to support expansion of programs in all settings for children birth to age five.
ONGOING PLANNING	*State Level:* *Community Level:*

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ASSESSMENT OF PROGRAM PERFORMANCE	Districts must have system to monitor each child's mastery of state and local learning objectives. Programs are advised to use pre- and post-tests to evaluate student progress, and standardized development tests to plan learning activities. The state is developing program standards that will apply across all early childhood programs including those in public schools.
EVALUATION OF PROGRAM	A written evaluation plan to assess program effectiveness is recommended.

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WISCONSIN

NAME OF PROGRAM(S)	*4-year-old Kindergarten*	*Head Start Supplement*
HISTORY	State funds have supported both 4- and 5-year-olds in kindergarten since the mid-1800s. Between 1973 and 1985, no state funds were appropriated for 4- year-old kindergarten, although funding for 5-year-olds was maintained). In 1985, the state restored aid for 4-year-olds.	Since 1991, the state has appropriated funds to expand Head Start. The purpose is to serve children who are eligible but on waiting lists.
POPULATION SERVED	Children who are 4-years-old by September 1st of the program year.	federal Head Start eligibility
HOURS OF OPERATION	Minimum is half-day, 5 days/week for the school year. (Districts may choose to offer longer hours, but do so at local expense.)	per federal Head Start requirements
NO. OF CHILDREN SERVED	7,850 (FY 1997)	1,210 (FY 1997)
ELIGIBLE PRE-K PROVIDERS	Local school districts	federal Head Start grantees
ADMINISTRATIVE AUSPICES	Department of Education (DOE)	Department of Education (DOE)
PROGRAM STANDARDS	*Ratios:* No specific requirement, although the state advises having one teacher and other adults with a class size of under 20 children. *Staff Qualifications:* Certified teacher eligible to teach kindergarten (certification in early childhood education) *Educational Program:* Programs must meet the state's basic education standards, which require a prepared curriculum. Content is local decision. *Parental Involvement:* Funding standards allow 20% of funding or staff time to be used for outreach to parents and primary caregivers.	Head Start Performance Standards

FUNDS	*Method of Funding:* Districts receive per pupil reimbursement based on class membership count and state aid equalization formula. Half-day is the maximum permitted to be claimed for aid. *State-appropriated Funds:* $37 million (FY 1997)	*Method of Funding:* All Head Start grantees, except those that are new federal grantees since 1994, receive an award. *State-appropriated Funds:* $4.95 million (FY 1997). There has been no increase in funds since 1994.
ONGOING PLANNING	*State Level:* *Community Level:*	
ASSESSMENT OF PROGRAM PERFORMANCE	There is no state monitoring. Technical assistance, such as early education workshops and program planning information , is available from the DOE.	Programs receiving state funds are required to maintain records required by federal Head Start and submit these to the state DOE upon request.
EVALUATION OF PROGRAM		

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